

# Report of the External Review Team for Ware County High School

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# Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

## Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

## Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

## Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

## Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

## Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

## Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

## The Review

Prior to the two day External Review on February 23-24, 2015, the External Review Team reviewed the school's Accreditation Report. The Lead Evaluator communicated with all team members via conference calls, individual calls, and more than twenty emails during the two months prior to the review. Team members were assigned individual Standards and required to use the AdvancED Standards Workbook during their pre-visit preparation. Throughout the weeks prior to the review, the Lead Evaluator was constantly collaborating with team members and asking pertinent questions, answering team members questions, and sending them any clarifications needed. The school's profile was also examined by the team and was found to comprehensively represent the school, its students, and the school community. The school has initiated a collection of demographic and student achievement data for use in continuous improvement planning. The results of the team's review and discussion of the evidence submitted were aligned with the school's self-ratings.

Prior to the visit, the Lead Evaluator and the school's review coordinator were constantly in communication via telephone and more than 40 emails during the three months prior to the review. Three weeks prior to the visit, the Lead Evaluator traveled to the school and spent the entirety of one school day with the school's coordinator, examining artifacts, touring the facility, and discussing every aspect of the upcoming External Review. The Lead Evaluator also assembled the team of seven the evening prior to the visit and conducted an

orientation. Additionally, the team discussed the school's adherence to AdvancED Standards and Indicators. After the Lead Evaluator's orientation, the principal and curriculum assistant gave a 45 minute Power Point overview of the school including pertinent data, goals, strengths of the school as well as weaknesses.

The External Review Team members express appreciation to all faculty and staff for their obvious hard work exhibited for the External Review. The team noted that the school's administration and staff took the entire process seriously and that the Self Assessment was thorough and honest. The school's peer review committees gave the team quality and quantity of assembled artifacts aligned by each Standard in notebooks, thumb drives, and other printed publications. The school's review coordinator and media specialist were quickly available to answer any question or need the team encountered. The workroom provided to the team was spacious, well-equipped with tables, chairs, and 21st Century state of the art technology. The team had comfortable overnight accommodations as well.

The team commends the entire staff and other stakeholders for a well-organized and well-planned Internal Review. Additionally, the team expresses appreciation for the honesty and openness of the administration and staff throughout the visit. During the review, team members interviewed the entire administrative staff, parents, students, teachers and all support staff.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Superintendents	1
Administrators	6
Instructional Staff	79
Support Staff	8
Students	45
Parents/Community/Business Leaders	10
<b>Total</b>	<b>149</b>

# Results

## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

### Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.14	2.88
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3.00	2.53
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.43	2.67
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.78
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.86	2.63
3.6	Teachers implement the school's instructional process in support of student learning.	3.00	2.66
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00	2.58
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3.00	3.12

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	3.14	3.07
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.77
3.11	All staff members participate in a continuous program of professional learning.	2.86	2.57
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.14	2.71

### Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.72
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.14	2.44
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.29	2.09
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.00	2.53
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	3.00	2.78

### Student Performance Diagnostic

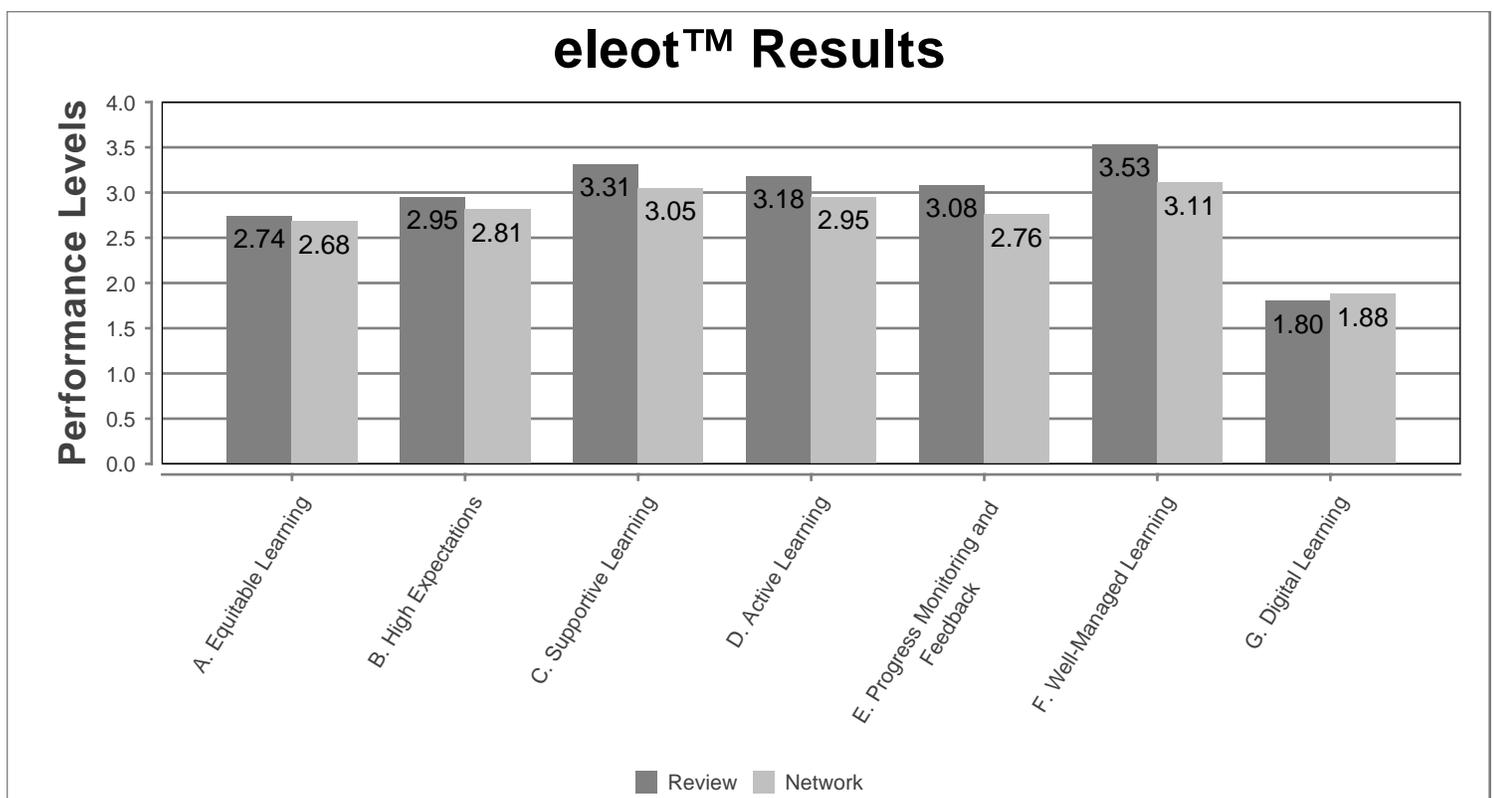
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.10
Test Administration	4.00	3.47
Equity of Learning	3.00	2.74
Quality of Learning	3.86	2.98

## Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The school's academic day is divided into four 90 minute blocks of instructional time. During the on-site review, members of the team evaluated the learning environment in blocks 1 and 2 by observing 35 classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of learning that took place regarding the seven constructs or environments, which follow: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well

## Managed Learning, and Digital Learning.

The learning environments with the highest averages are the Well Managed environment (3.53), the Supportive Learning environment (3.31) and Active Learning environment (3.18). The review team observed students speaking and interacting respectfully with both their teacher and peers in all classrooms visited. Students were acutely aware of classroom rules and expectations and expressed positive attitudes towards the lessons being taught.

Students worked well together and were extremely aware of the content being taught in these standard based classrooms. The team noted there were no inappropriate incidences throughout the 35 observations. These three learning environments were slightly above AdvancED Network averages (AEN). The Supportive Learning and Active Learning environments clearly aligned with the team's evidence regarding the standards. These three strengths, coupled with the Progressing Monitoring and Feedback environment score of (3.08), are partially responsible for an above the norm overall AEN for Standard 3 (Teaching and Assessing for Learning).

The remaining three learning environments in order by scores were High Expectations (2.95) and Equitable Learning (2.74). These two environments were slightly above the AEN averages also. The Digital Learning overall score of 1.80 was the lowest of the seven constructs is just slightly lower than the AEN. This lower score was due to the fact that even though the school has an abundance of modern 21st century technology, the team observed students using the technology available in only 7 of the 35 classrooms visited.

In the team discussion following the 35 observations, team members commented on several observations that were deemed exceptional examples of effective learning environments. One such observation was found in an Engineering class where the students were actively involved in an activity designed to understand Beam Deflection. The students were required to do a preliminary lab calculation to determine beam Modulus of Elasticity using pre-determined formulas designed to also calculate beam Moment of Inertia. The object of the lesson was to determine the weight of one of the classmates by using nothing more than a standard 2 by 4 piece of wood and a measuring device. This activity provided the students with a better understanding of Moment of Inertia and how it can be used to determine the strength of beams. One student was selected to stand on the 2 by 4 that had been balanced between two boxes and the students then measured the height of the board from the floor while the was student standing on the board. Using the before mentioned formulas, the students determined the student's weight and then had the student stand on a digital scale to compare. The observer noted that the difference was less than  $\frac{1}{4}$  lb. This activity definitely required higher order thinking skills of the students involved in this activity.

Another lesson observed was a self-contained Special Education resource class focusing on life skills. The main focus of the lesson was to prepare a grocery list for a shopping trip to be taken later in the week to a local grocery store. Additionally, students were involved in an activity of baking a cake. Upon entering the class, it was evident that all students were enthusiastic about the work they were doing. Students had selected items for a grocery list, then they typed the list. From a sale paper for a local grocer, students located pictures of the items they had selected, and then they placed these in a graphic organizer. Earlier in the lesson, students had

prepared the ingredients for a simple cake recipe, mixed the ingredients, and placed the cake in to bake. During baking time, students completed work on the grocery list. As the cake neared completion, the instructor reviewed the ingredients and processes of making the cake. Each student was able to express the particular role played in the process. Upon completion of baking, students removed the cake from the oven (with instructor supervision and reminders of safety), and served to each other. To complete class, students had a small task to complete using cooking utensils as a ticket out the door.

Another very positive observation was an English 2 classroom. The classroom was set up to support pair/group work and had a "homey" feel. The teacher had decorated her classroom with quilts, antique furniture, lamps, flowers, and baskets. Students were provided an equitable learning environment. Some students were sitting at the computers working on a standard that they had not mastered (pronouns). Other students were participating in an assignment where they chose a quote from quotes taped on the walls around the room that they could relate to. Discussion between the teacher and students about the meaning of the quotes involved higher order thinking skills and students actively participated in the discussion. The teacher used the Smart Board as a part of her instruction. She was very positive and it was evident that she had developed relationships with her students. She thanked them when they answered questions and made comments like "no need to be nervous, we are amazing." The students were engaged in all aspects of the lesson. There were no discipline problems which shows evidence that students know the expectations for behavior. Transitions were smooth.

A strong, positive theme that emerged from the classroom observations was a total learning environment that was well-managed. Throughout the 35 observations, the team observed interactions in all classrooms and found an environment of trust filled with high expectations for learning and conduct. Classrooms observed showed the students and teachers respecting each other, supporting each other, and comfortably taking risks with learning new concepts. Teachers demonstrated throughout the observations that there exists strong support for learning. The learning environment is positive, aligned with the school's beliefs and purpose, and focused on student achievement. Students were observed by all team members having confidence in their own efforts and not concerned about immediate failure. The team also noted that of the 35 classrooms observed, 5 of those classrooms were inclusion classes where co-teaching took place to accommodate the needs of the large numbers of students with exceptionalities that are being mainstreamed into the regular classrooms. Inclusion has resulted in closing the achievement gap of this particular sub-group. Those teachers seemed to work well together and it was obvious that co-planning is taking place to better serve those students.

**eleot™ Data Summary**

<b>A. Equitable Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.57	Has differentiated learning opportunities and activities that meet her/his needs	28.57%	28.57%	14.29%	28.57%
2.	3.11	Has equal access to classroom discussions, activities, resources, technology, and support	40.00%	37.14%	17.14%	5.71%
3.	3.40	Knows that rules and consequences are fair, clear, and consistently applied	48.57%	45.71%	2.86%	2.86%
4.	1.86	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	5.71%	22.86%	22.86%	48.57%
<b>Overall rating on a 4 point scale: 2.74</b>						

<b>B. High Expectations</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.31	Knows and strives to meet the high expectations established by the teacher	45.71%	42.86%	8.57%	2.86%
2.	3.26	Is tasked with activities and learning that are challenging but attainable	45.71%	40.00%	8.57%	5.71%
3.	2.26	Is provided exemplars of high quality work	14.29%	28.57%	25.71%	31.43%
4.	2.91	Is engaged in rigorous coursework, discussions, and/or tasks	34.29%	34.29%	20.00%	11.43%
5.	3.00	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	40.00%	31.43%	17.14%	11.43%
<b>Overall rating on a 4 point scale: 2.95</b>						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.43	Demonstrates or expresses that learning experiences are positive	51.43%	40.00%	8.57%	0.00%
2.	3.49	Demonstrates positive attitude about the classroom and learning	54.29%	40.00%	5.71%	0.00%
3.	3.17	Takes risks in learning (without fear of negative feedback)	48.57%	31.43%	8.57%	11.43%
4.	3.46	Is provided support and assistance to understand content and accomplish tasks	51.43%	42.86%	5.71%	0.00%
5.	3.03	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	42.86%	31.43%	11.43%	14.29%
<b>Overall rating on a 4 point scale: 3.31</b>						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.34	Has several opportunities to engage in discussions with teacher and other students	51.43%	34.29%	11.43%	2.86%
2.	2.86	Makes connections from content to real-life experiences	42.86%	25.71%	5.71%	25.71%
3.	3.34	Is actively engaged in the learning activities	48.57%	40.00%	8.57%	2.86%
<b>Overall rating on a 4 point scale: 3.18</b>						

<b>E. Progress Monitoring and Feedback</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.09	Is asked and/or quizzed about individual progress/learning	31.43%	48.57%	17.14%	2.86%
2.	3.31	Responds to teacher feedback to improve understanding	37.14%	60.00%	0.00%	2.86%
3.	3.26	Demonstrates or verbalizes understanding of the lesson/content	40.00%	48.57%	8.57%	2.86%
4.	2.69	Understands how her/his work is assessed	31.43%	20.00%	34.29%	14.29%
5.	3.06	Has opportunities to revise/improve work based on feedback	48.57%	25.71%	8.57%	17.14%
<b>Overall rating on a 4 point scale: 3.08</b>						

<b>F. Well-Managed Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.71	Speaks and interacts respectfully with teacher(s) and peers	74.29%	22.86%	2.86%	0.00%
2.	3.71	Follows classroom rules and works well with others	71.43%	28.57%	0.00%	0.00%
3.	3.40	Transitions smoothly and efficiently to activities	54.29%	37.14%	2.86%	5.71%
4.	3.23	Collaborates with other students during student-centered activities	54.29%	28.57%	2.86%	14.29%
5.	3.60	Knows classroom routines, behavioral expectations and consequences	62.86%	34.29%	2.86%	0.00%
<b>Overall rating on a 4 point scale: 3.53</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.83	Uses digital tools/technology to gather, evaluate, and/or use information for learning	14.29%	20.00%	0.00%	65.71%
2.	1.86	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	14.29%	20.00%	2.86%	62.86%
3.	1.71	Uses digital tools/technology to communicate and work collaboratively for learning	11.43%	17.14%	2.86%	68.57%
<b>Overall rating on a 4 point scale: 1.80</b>						

## Findings

### Improvement Priority

Develop a formal procedure for collecting, analyzing, and using data to align with the school improvement plan. (Indicators 3.2, 5.2)

#### Evidence and Rationale

The school leadership is cognizant of student achievement data disseminated by the state and its trends, while readily sharing this information with stakeholders. However, interviews with leadership and instructional staff revealed that they believed there was an internal assessment system in place that documents performance and uses the results to develop strategies to improve student performance and teacher effectiveness. Interviews indicate what is utilized presently is not comprehensive. While teachers can articulate standards for the purpose of designing assessments, this standard further directs teachers and administrators to establish a comprehensive assessment system for routinely monitoring students' progress toward specific objectives or elements of standards, to communicate the deficits to students, and then adjust instruction to meet the needs. Some, but not all teachers, responded that assessment data are used consistently to plan and adjust instruction to meet the needs of individual students. Interviews indicated teacher use of diagnostic assessment data to identify learning gaps and to use that information to adjust instruction is sporadic. Leadership routinely analyzes results from state tests and disseminates this data to the staff but interviews with faculty members indicated that use of pre and post tests across all the core subjects as benchmarks are at the individual teacher's preference and not routinely monitored in all subjects. The school's Leadership Team should devise a framework for incorporating data from various sources to be used in their daily and weekly meetings to focus on areas of greatest need, determine common expectations among teachers, streamline instructional practices, share successful practices, assist teachers in the application of data, and encourage vertical and horizontal alignment.

Adjusting instruction based upon assessment data is a key component of fully implementing a comprehensive assessment system and will enable the school to measure student progress toward meeting the expectations for learning and significantly impact student achievement.

### **Improvement Priority**

Organize and systematically evaluate a professional development plan designed to increase consistency of rigorous instruction with differentiation through all content areas and across all four academies.

(Indicators 3.6)

#### Evidence and Rationale

Teachers demonstrated throughout the observations that there exists strong support for learning. The learning environment is positive, aligned with the school's beliefs and purpose, and focused on student achievement. Students were observed by all team members having confidence in their own efforts and not concerned about immediate failure. However, the team noted very little differentiation of instruction in the classrooms. The Equitable Learning rubric indicates differentiation in only 57% of the classrooms observed. Interviews indicate that teachers perceive they are using a variety of research-based instructional strategies. However, classroom observation data indicated that a majority of the classroom instruction was of the teacher delivery method. Teachers interviewed stated that students were encouraged to use higher-order thinking skills. However, student work products, classroom discussions, and teacher questioning did not routinely reflect higher order thinking skills specifically related to the content being taught in some of the observations. To ensure that the rigor of grade-level work is consistent from class to class, greater emphasis on thinking skills, processes, and habits of mind will enhance student engagement. The team noted that questions referenced during instruction were frequently at the recall level and the High Expectation rubric revealed rigorous coursework taking place in only 69% of the classrooms observed. Consider posting examples of higher-order thinking skills questioning techniques in all classrooms as a reminder to teachers to increase the use of this research-based practice. The team also noted the lack of posting or mentioning of exemplars of high quality work throughout the classrooms visited. The High Expectations rubric revealed that only 43% of the classrooms observed had posted exemplars of high quality work. The team suggests that in order to help the teachers implement the school's instructional process in support of student learning they should identify and create portfolios of exemplars according to each academic discipline. The summary of observations revealed the provision of exemplars was the lowest overall score in the High Expectations Environment. While some teachers provided examples of student work, there was no explanation of exemplary performances.

Ensuring that research-based practices are consistently and pervasively implemented will promote active student engagement and significantly impact student achievement. Through the use of exemplars in the classroom, teachers are able to show students what quality work looks like. Assessment criteria and levels of performance descriptors related to specific tasks become clarified with exemplars as a reference point. The discussion of exemplars with students and their parents promotes a better understanding of performance expectations, and characteristics of work at various levels. Using exemplars as a basis of professional pedagogical discussion facilitates consistency in assessment practices among teachers. Exemplar documents can provide a valuable resource for teachers, students, and parents.

**Opportunity for Improvement**

Develop a functioning data team to improve instructional practices and student performance.

(Indicators 5.3)

*Evidence and Rationale*

Through the exploration of evidence (e.g. observations and interviews), the team noted that most of the school's faculty has knowledge of and/or usage of data for instructional purposes. However, the team found that there is a disconnect among some faculty members when it comes to the understanding of the use of data to drive instruction. Interviews with the administration revealed that teachers are expected to close achievement gaps. In order to do so, teachers need access to the combinations of data (diagnostic and standardized test data, state assessment data, and local assessment data) and it is essential that teachers participate in the systemic extrapolation of the wide array of assembled data. The team's interviews with teachers revealed that this is being done at the administration level and sporadically among departments. Interviews also revealed that there is presently not a functioning school data team. The team suggests that the school develop a functioning data team to help improve instructional practices and student performance.

A data team will help support the use of data. A data team expands the control of data beyond a handful of administrators and allows a group of staff members to develop and model data analysis skills and in turn educates all faculty in the use of data to improve instruction school-wide.

# Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

## Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.29	2.75
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	3.04
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.61

## Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.98
2.2	The governing body operates responsibly and functions effectively.	3.00	2.96
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00	3.18
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.00	3.13
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.14	2.82
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.14	2.82

## Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	3.86	3.38
Stakeholder Feedback Results and Analysis	3.00	3.08

## Findings

### Improvement Priority

Develop a formal procedure for collecting, analyzing, and using data to align with the school improvement plan. (Indicators 3.2, 5.2)

#### Evidence and Rationale

The school leadership is cognizant of student achievement data disseminated by the state and its trends, while readily sharing this information with stakeholders. However, interviews with leadership and instructional staff revealed that they believed there was an internal assessment system in place that documents performance and uses the results to develop strategies to improve student performance and teacher effectiveness. Interviews indicate what is utilized presently is not comprehensive. While teachers can articulate standards for the purpose of designing assessments, this standard further directs teachers and administrators to establish a comprehensive assessment system for routinely monitoring students' progress toward specific objectives or elements of standards, to communicate the deficits to students, and then adjust instruction to meet the needs. Some, but not all teachers, responded that assessment data are used consistently to plan and adjust instruction to meet the needs of individual students. Interviews indicated teacher use of diagnostic assessment data to identify learning gaps and to use that information to adjust instruction is sporadic. Leadership routinely analyzes results from state tests and disseminates this data to the staff but interviews with faculty members indicated that use of pre and post tests across all the core subjects as benchmarks are at the individual teacher's preference and not routinely monitored in all subjects. The school's Leadership Team should devise a framework for incorporating data from various sources to be used in their daily and weekly meetings to focus on areas of greatest need, determine common expectations among teachers, streamline instructional practices, share successful practices, assist teachers in the application of data, and encourage vertical and horizontal alignment.

Adjusting instruction based upon assessment data is a key component of fully implementing a comprehensive assessment system and will enable the school to measure student progress toward meeting the expectations for learning and significantly impact student achievement.

### **Opportunity for Improvement**

Intensify efforts to review, revise and closely monitor the school's three year improvement plan on a continuous basis to ensure all instructional staff understand and can articulate the SMART (Strategic, Measurable, Achievable, Relevant, and Time bound) goals set forth in the improvement plan.

(Indicators 1.3)

#### Evidence and Rationale

A review of Standard 1 artifacts revealed that the School's Improvement Plan (SIP) goals are interspersed throughout the school's 3 year Academic Strategic Plan. The strategic plan does show thoughtful process that links the values, mission, and goals of the school with a set of coherent strategies and tasks designed to achieve those goals. However, review team interviews with teachers revealed that some teachers could not articulate the school's specific goals.

Schools make a lasting difference when they focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered to achieve the schools strategic, measurable, achievable, relevant, and time bound goals.

### **Powerful Practice**

The school and community culture is strong and cohesive and has persevered through consolidation, challenges, and changes in leadership over the past ten years resulting in dramatic increase in test scores and graduation rates.

(Indicators 1.2)

#### Evidence and Rationale

Staff, student, parent, and community stakeholder interviews revealed it is evident that the school and community now have an established partnership and are supportive of each other. The sense of ownership among teachers, students, and parents is significant and all stakeholders have positive attitudes toward the school. Stakeholders clearly voiced their belief that the school is providing an outstanding and equitable education for every student being served in this Talent Development High School's four academies. The team's perusal of the schools data profile revealed an increase from 45% graduation rate to almost 90% over the past ten years as well as test scores at or above the state averages. Further, stakeholders indicated that the school is one where each student is given multiple opportunities to excel in his/her academic, social, emotional, and physical development in a safe environment; where well-prepared, responsible, and caring employees are committed to excellence in education; and where parents, community members, staff, and students are full partners in the education of children.

The importance of solid family-school partnerships for student success is unequivocal.

# Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

## Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	3.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.86	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.86	2.83
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.86	2.56

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.00	2.89
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.80

## Findings

### Improvement Priority

Integrate modern technology into daily instruction more effectively.

(Indicators 4.5)

#### Evidence and Rationale

During classroom observations, the External Review Team observed teachers effectively integrating technology into the lesson and student use of technology in only 34% of the 35 classrooms visited or an overall score of 1.80 on a 4 point scale on the Digital Learning environment rubric. The majority of that 34% were mathematics classrooms where students used hand held calculators. Interviews with teachers and students indicated a little frustration with the school's WIFI but technicians were installing a new system as the review team was on site. Interviews with the technicians revealed that the school had a plethora of 21st Century technology and plenty of bandwidth to support any type of internet search needed by the teachers and students. A lack of technology throughout the school isn't the reason for the low Digital Learning rubric score.

The review team suggests that the school will benefit from additional professional development on integrating modern technology into the curriculum as an effective tool to support conceptual understanding of content, increase student engagement, reinforce higher-order thinking skills, increase opportunities for differentiation of instruction, collect formative assessment data, and reinforce students' ability to investigate and analyze information.

Research indicates that when students use technology as a tool or a support for communicating with others, they are more likely to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons.

### Powerful Practice

The school's 21st Century restructured media center is the showcase of the school.

(Indicators 4.4)

#### Evidence and Rationale

The school's media center was restructured and redesigned after extensive research and planning with input from all staff members and students. The school's media committee visited the Georgia Department of Education's Center for Classroom Innovation in Atlanta to further generate innovative ideas for the redesign.

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The newly renovated 21st Century state of the arts media center opened in the fall of 2013 and is a showcase of the school.

Some features of the redesigned media center include the following: a video conferencing area that integrates furniture and technology; private, small group work areas with white boards that enhance collaboration; lounge area where students relax, brainstorm, and create; a reading nook that provides a comfortable reading area; a SMARTboard classroom with class set of SMART Response XE interactive response system as well as multiple whiteboards; desktop computer area with 12 desktop computers and a private work area available to students at all times; 45 laptop computers that are utilized for digital research as well as writing research papers or creating projects; retractable screens and a surround sound audio system; 5 touch screen computers placed at the end of book cases for students to conduct searches on Destiny, the media center's online catalog; and mobile furniture that allows multiple configurations to accommodate a variety of meeting and media center uses.

In the media center, students have access to 22,330 book titles in the library collection. Additionally, the media center offers 3,440 audio/visual collections. The center provides access to 287 teaching guides and 374 professional development resources. In addition to the printed and audio/visual collections, students and teachers are provided access to online resources including GALILEO, Vocational Biographies Online, Georgia Career Information Center, and Occupational Outlook Handbook. To augment the digital reference collection, the media center purchased FactCite, Salem Health, Salem History, Salem Literature, and World Book Online and provides online periodical collections and journals. The media staff consists of one full time media specialist and one full time media clerk.

A well equipped and staffed media center supports, extends, and individualizes the school's curriculum and has a positive impact on student achievement.

# Conclusion

The school is committed to operate in a culture of shared values and beliefs about teaching and learning. The school's mission and vision clearly articulate values and beliefs and drives the purpose and direction of the school. The purpose and mission are printed throughout the school's various communications, monthly newsletters, parent enrollment information, the website, student and teacher handbooks, brochures, and other printed materials. In interviews with representative stakeholders, everyone agreed that the expectations for high levels of academic achievement are clearly evident in and across all grade levels of the school's four academies. There is a commitment to shared values and beliefs about teaching and learning and this is truly evident in communications among the board, teachers, leaders, and parents.

Interviews with administration, staff, student and parents reflected the existence a strong theme related to a sense of pride, school ownership, and sense of community as evidenced by more than 150 community businesses in partnership with the school. A remarkable 45% increase in the school's graduation rate is truly embraced by the community as the school continues to graduate an educated workforce helping to boost the economy of the region.

The school has dramatically overcome the challenges that were present when the city and county schools first consolidated evolving into the pride of the local community and one of southeast Georgia's finest schools, ranking with the best of schools statewide. In less than 10 years, this school has increased its graduation rate from 45% to almost 90% through the implementation of a Talent Development High school with an academy structure providing a separate learning community for 9th graders and four career academies of 300-350 students each. A review of student performance data indicated the school's high stakes state and national exam scores were at or above the state average across the board.

With the ever changing national and state curriculum mandates, it is imperative that the school ensure there are concise written plans for their school-wide improvement initiatives. As with all high performing high schools, leadership at the school must be diligent in concentrating on the processes that spur continuing advancement, evaluate the student performance initiatives they presently have in place, and through collaboration of all stakeholders, determine what resources are needed to make those improvements.

The school will achieve academic success for every student as they intensify efforts to review and update their school improvement plan to specifically include rigorous instruction in SMART (strategic, measurable, achievable, relevant and time bound) goals. Student success will be more prevalent as more and more staff members learn how to systematically gather and analyze data across all content areas giving teachers opportunities to differentiate instruction to meet the needs of all students. Developing a school-wide data team will help to improve teachers' understanding of the extrapolation of pertinent data to be used to modify lessons.

Finally, this high performing school will benefit through additional professional learning for teachers in how to integrate modern 21st century technology more effectively into the daily instruction by teachers, thus enhancing student opportunities to be more actively engaged in content lessons being taught.

## Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Develop a formal procedure for collecting, analyzing, and using data to align with the school improvement plan.
- Integrate modern technology into daily instruction more effectively.
- Organize and systematically evaluate a professional development plan designed to increase consistency of rigorous instruction with differentiation through all content areas and across all four academies.

# Accreditation Recommendation

## Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	302.20	282.79
Teaching and Learning Impact	294.56	274.14
Leadership Capacity	303.90	296.08
Resource Utilization	322.45	286.32

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

# Addenda

## Team Roster

Member	Brief Biography
Dr. Gary G. Dorough	<p>Gary is a retired Principal (Dougherty County Schools, Georgia). Gary earned his BS and M.ED in Education at Georgia Southwestern University. He obtained his Educational Leadership degree at University of Georgia and obtained his ED.D. in Educational Administration from NOVA Southeastern University. Gary has served as a high school social science teacher, track and field coach, assistant principal of both middle and high schools and served as a high school principal for 15 years as well as having taught evening courses at the collegiate level. Gary has served on the Georgia State SACS Committee and is a part-time consultant with AdvancED as a Lead Evaluator. Gary has served as Lead Evaluator of 40 elementary, middle and high schools throughout the state of Georgia and he has served on numerous AdvancED Special Review teams.</p>
Mr. David Corey	<p>David M. Corey 112 Laurel Marsh Way Kingsland, Georgia 31548. Education: MA/Education: Doctoral work/Nova University. Experience: Elementary/Junior High/Middle School Teacher 8 years Elementary/Middle School/ High School Principal 11 years (3 years Virgin Islands) Superintendent of Schools 14 years(Virgin Islands 3 years) Saint Michaels College 4 years(Director of Corporate Education) Adjunct Faculty University of Virgin Islands, Saint Croix (History of Education, Classroom Management ,Education Law, Student Teacher Supervision) Many prior school system visitations (Saudi Arabia cancelled) Areas of interest and experience include: School District Management, School Board Relations, Collective Bargaining</p>
Dr. Jesse Randy Hale	<p>I am a veteran educator of 27 years with a background in special education, vocational education and school administration. I have worked as an asst. principal, middle and high school principal, superintendent and asst. state director for technology-career education. Also, I have worked in the private sector with my son and daughter-in-law as a financial services consultant. My professional experience includes working as a teacher, coach and administrator on the middle and high school levels, and as a teacher and special education school-level supervisor on the elementary level. I have taught 3rd grade, 5th grade, 6th grade and 9th-12th as an inclusion teacher. My areas of certification include special education, elementary education, and school leadership. On a personal level, I am married (32 years on March 5th), have two children and five grandchildren. We love to travel and spend time in the Outer Banks and North Georgia Mountains where we have a cabin that overlooks a beautiful valley. As for hobbies, I love to fish, write and read, and spend time with my grandchildren.</p>
Ms. KENYADA M OWENS	<p>My current role is school counselor for the Chattahoochee County Education Center.</p> <p>Previous professional experiences include elementary teacher, program director, educational consultant, instructor and mental health counselor.</p>

Member	Brief Biography
<p>Dr. Tammie F. Patterson</p>	<p>Dr. Tammie F. Patterson is the Director of Student Services with the Brooks County Board of Education, Quitman, Georgia. She received her Ed.D. in Educational Leadership from Argosy University, Sarasota, Florida and her Education Specialist in Educational Leadership and a Master's degree in Sociology with a concentration in Social Work from Valdosta State University, Valdosta, Georgia.</p> <p>During her twenty-seven (27) year career with the Brooks County School System, she has served in the positions of Registrar, Student Records Coordinator, FTE Coordinator, Director of Alternative Education, and District Response-to-Intervention/Student Support Team Coordinator. She is presently responsible for the coordination of services between school counselors, school nurses and school social work. The responsibility of her position also includes writing and revising local board policies and administration regulations, overseeing the central registration process and determining eligibility for the enrollment of new students into the district. In addition to student support services for the district, Dr. Patterson serves as the central office administrator for grades 9-12 and is the district liaison for the Office of Civil Rights, the Professional Standards Commission and all community agencies that serve families and children. She co-chaired Brooks County's district accreditation process during the 2013-2014 school.</p> <p>Her professional career outside of the Brooks County School System includes presentations on the campus of Valdosta State University to undergraduates of all majors and graduate level social work majors on the topics of Cultural Competency and Perspectives of Families and Education.</p> <p>She is an active member of Delta Sigma Theta Sorority, Inc.-Valdosta Alumnae Chapter and has served in the positions of President, Financial Secretary and committee chair of Policies and Procedures/Rules of Order. She is presently serving as Parliamentarian and as the committee chair for Risk Management, the committee which oversees compliance with all youth initiatives. Outside of professional and civic interests, Dr. Patterson is a proud mother and grandmother.</p>
<p>Ms. LeAnne Smith</p>	<p>I am from Plains, GA. This is my 27th year in education. My experience includes being a classroom teacher (K-12 Art and Middle School Reading), Academic Coach, Federal Programs Director (Title I), Curriculum Director and Assistant Principal. I presently work as Federal Programs Director/Curriculum Director/Asst. Principal at Webster County Schools in Preston, GA. Webster County Schools is a Pre-K - 12 school...all in one building. I received my bachelors (Art Education) and masters degree (Reading) from Georgia Southwestern State University in Americus, GA. My specialist degree in Educational Leadership is from Albany State University in Albany, GA. I am also certified in Early Childhood Education and Gifted Education. During the 2013-2014 school year, I served as chair for Webster County's accreditation process. My hobbies are painting, gardening, and reading. I have a 17 year old daughter, Kelly, who is a senior at Webster County High. I love the beach and plan to retire there in a few years.</p>
<p>Mr. Scott Tuck</p>	<p>Scott Tuck is a science teacher at Appling County High School in Baxley, GA. He holds a Masters in Education from Georgia Southern University, and an Education Specialist degree from Nova Southeastern University. Scott has taught in multiple settings, from the advanced/honors classroom to the alternative educational setting. He also has experience in multiple content areas, including science, health &amp; PE, and construction.</p>

## Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

## About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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