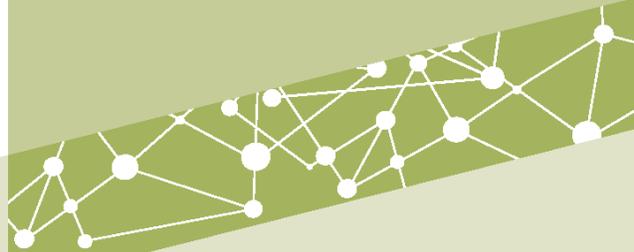


March 24 - 27, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Morgan County Schools
1065 East Avenue
Madison, Georgia 30650

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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.	Exceeds Expectations

Leadership Capacity Standards		Rating
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.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Exceeds Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Exceeds Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Exceeds Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Exceeds Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	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.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
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.	Exceeds Expectations
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Exceeds 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.	Emerging

Learning Capacity Standards		Rating
2.9	The system implements processes to identify and address the specialized needs of learners.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	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.	Exceeds Expectations
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Exceeds 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		
Total Number of eleot® Observations	46	
Environments	Rating	AIN
Equitable Learning Environment	2.93	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.28	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.52	3.74
Learners are treated in a fair, clear and consistent manner	3.78	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	2.15	2.06
High Expectations Environment	3.12	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.13	3.17
Learners engage in activities and learning that are challenging but attainable	3.17	3.14
Learners demonstrate and/or are able to describe high quality work	2.76	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)	3.20	3.06
Learners take responsibility for and are self-directed in their learning	3.33	2.89
Supportive Learning Environment	3.67	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.61	3.66
Learners take risks in learning (without fear of negative feedback)	3.57	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.72	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.80	3.66
Active Learning Environment	3.23	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.30	3.34
Learners make connections from content to real-life experiences	2.80	2.80
Learners are actively engaged in the learning activities	3.52	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	3.28	2.74

eleot® Observations		
Total Number of eleot® Observations	46	
Environments	Rating	AIN
Progress Monitoring and Feedback Environment	3.04	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	3.04	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.41	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.11	3.37
Learners understand and/or are able to explain how their work is assessed	2.59	2.63
Well-Managed Learning Environment	3.66	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.74	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.78	3.83
Learners transition smoothly and efficiently from one activity to another	3.50	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.61	3.54
Digital Learning Environment	2.16	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.37	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.26	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.85	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		
YES	NO	If No, List Unmet Assurances By Number
X		

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

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

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

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

Institution IEQ	371.94	AIN 5 Year IEQ Range	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.

The Morgan County Schools Engagement Review Team identified several themes from the review that support the continuous improvement journey. These themes include both strengths and opportunities to guide the improvement journey.

Strong leadership throughout the system is committed to a shared vision of excellence and collaboration. Presentations and interviews confirmed that the philosophy of central office leaders is one of "boots on the ground." System leaders provide direction and establish parameters, but the schools have flexibility and power to develop practices to meet the unique needs of the school. The vision of the system is to provide an exemplary learning community where graduates are prepared for college, careers, and life. The strategic plan was developed with an intentional focus on the vision. The performance culture is focused on student achievement. System leaders developed a cornerstone document which identifies the major goals of the strategic plan. The four cornerstones focus on Safety and Discipline, Student Support, Rigorous and Engaged Classrooms, and Maintenance and Facilities. Specific district leaders are targeted with developing, implementing, and monitoring programs and practices to achieve the goals in the four cornerstones. An organizational chart is logical and based on input from the various system leaders. The shared commitment to excellence among all stakeholder groups was voiced in interviews. The Georgia climate survey confirms a high level of satisfaction with leadership. Student interviews revealed administrators are accessible and responsive to students and parents. Teachers indicated administrators maintain an open-door policy. The team observed high levels of collaboration among internal stakeholder groups. For example, the floral design class provides arrangements for local citizens which are delivered by special needs students. Professional learning communities engage teachers and administrators in initiatives to support student learning and organizational effectiveness. Initiatives are monitored continuously and adjusted in response to data. The system leadership guides and supports programs designed to prepare students for college and careers.

The use of data is embedded in decision-making throughout the system. The system leaders gather and analyze data and present it to the schools and administrators in graph and chart form to ensure its use is timely and meaningful. All stakeholder groups cited the value of having data that are readily accessible and easy to use. Data digs are regularly held to inform teachers and administrators about student achievement, attendance, and behavior. High profile professional learning communities (HPPLC) at each school continually monitor the continuous improvement plans and review the data to ensure progress has been made and initiatives are aligned to the goals in the plan. The HPPLCs participate with system leaders in impact checks to review data and determine if adjustments to the improvement plans are necessary. Mid-year and summative conferences are held with teachers to discuss data. The annual report to the community provides data to ensure that stakeholders are

informed about the progress of the system toward meeting the goals for student learning and organizational effectiveness. Student data are reviewed to identify strategies for remediation or enrichment during the intervention periods at each school. In addition, data are utilized in the Response to Intervention protocols to design specific actions to meet the unique learning needs of each student. The Three-Year Teaching and Learning Instructional Plan used data to inform decisions regarding teaching and learning. Regular and timely reports from the system accountability director provide information regarding attendance, behavior, and student achievement. The data allow teachers and administrators to design programs to respond to the information promptly. Data from facilities, maintenance, and transportation are aggregated and used to inform decision-making. The use of data is ingrained in the culture of the system.

The intentional use of resources is aligned with the strategic plan and supports continuous improvements. Academic coaches at the primary, elementary, and middle levels provide support and assistance to teachers. Instructional technology staff supports teachers daily with materials and strategies for the integration of technology in the classroom. On-going training is provided by the instructional technology department to ensure that teachers have the knowledge to use digital devices and software available to support the effective use of technology. The hiring practices are clearly defined. After potential hires are identified by school administrators, the superintendent interviews each person to ensure they are aware of the initiatives and goals of the system. The team observed a wide range of materials in all schools. The long-range strategic planning has enabled the system to build a new high school and is in the process of building a new middle school. The board and system leadership have demonstrated good stewardship of finances and have a fund balance of approximately six months. System audits have been clear. With the goals outlined in the strategic plan at the forefront of all decision-making, resources have been aligned to ensure the human, material, and fiscal resources are used to prepare students for college, career, and life.

Stakeholders are actively engaged in system initiatives. Stakeholder interviews indicated their input is solicited and valued. Surveys are regularly administered, and the data are reviewed and used in decision-making. Community groups provide support and financial assistance to system programs. Community stakeholders expressed a high level of satisfaction with the system and its programs. External stakeholders participate in school governance teams, the Parent Advisory Council, the Board of Directors for the College and Career Academy, Career, Technical, and Agriculture Education (CTAE) advisory committees, and parent-teacher organizations. The system has collaborative agreements with local colleges to provide dual enrollment classes for students. In addition, many local companies and organizations participate in collaborative activities with the system. Students participate in a wide range of extra-curricular activities including student government to ensure their voice is heard. Student interviews indicated they are actively engaged in activities which enable them to express opinions and share in the decision making of the schools. Active and meaningful engagement of stakeholders is embedded in the practices of the school system.

Programs to ensure all learners are engaged in programs and services to identify interests that will enable future educational and career planning have not been fully implemented. A new high school with a comprehensive career academy has been opened during the current year. The facility will enable the system to offer a wide range of career opportunities for students. All ninth-grade students participate in a seminar class which uses the YouScience aptitude test to explore careers. Evidence from career programs at the elementary school revealed that students participate in career awareness activities; however, a comprehensive program to ensure all education and career planning activities are systematically aligned was not evident. The team noted many examples of career and education planning, such as collaboration between primary and high school CTAE students and guest speakers, but a comprehensive, clearly defined program was not found. Interviews with leaders

indicated planning has begun to align student advocacy programs with specific career pathways; however, these plans are in the developmental stage. A robust career and education planning program will ensure students have opportunities to explore potential career and education options, utilize the resources in the new career academy, and take a program of study designed to prepare them for the next level.

The “One Morgan” theme permeates the culture and climate of the entire school community. Interviews with stakeholder groups indicated the theme of ownership and support for the system is pervasive. The vertical planning and collaboration among K-12 educators ensure consistency in the curriculum. Professional development programs provide a common language and understanding of curriculum and instructional practices among staff. Innovative grants support K-12 learning experiences. Teachers participate in collaborative learning communities regularly. The KASH (knowledge, attitude, skills, habits) model was used system-wide to ensure consistency in expectations for achievement and behavior. The systemic processes for curriculum development and alignment, professional learning, and student behavior programs were evident in interviews and through observations.

The entire Morgan County School community is committed to continuous improvement. The use of data to inform decisions about student learning and organizational effectiveness, the engagement of all stakeholder groups, and the responsible and intentional alignment of resources to support the school purpose statements was embedded in the culture of the system. A targeted focus on refining the career and college planning process will ensure the new career academy is used to prepare students for work, college, and life.

Next Steps

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

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

Team Roster

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

Team Member Name	Brief Biography
<p>Holly Wingard, Lead Evaluator</p>	<p>Holly Wingard, a lead evaluator for AdvancED, currently chairs teams throughout the United States. Though retired from Spartanburg School District Three, she remains active serving as a consultant for systems preparing for engagement reviews and as a facilitator for systems in the development of strategic plans. She received the 2013-14 AdvancED’s Excellence in Education Award in South Carolina. She has worked as a teacher, counselor, and gifted and talented coordinator. During her 34 years in education, she has also worked with the accountability department and served on administrative teams. She earned a B.A. in sociology from the University of Georgia and an M.Ed. in student personnel from the University of South Carolina. Her master’s plus thirty includes courses taken from the University of South Carolina, Converse College, and The Citadel in counseling, administration, and teacher evaluation. Mrs. Wingard has served on diagnostic review teams in South Carolina and has led monitoring reviews.</p>
<p>Robin Cartright</p>	<p>Robin Cartright serves as the curriculum director for the Thomas County School System in Thomasville, Georgia. Cartright’s professional career spans 18 years, during which time she has served as an elementary teacher, a middle school teacher, instructional coach, and secondary curriculum coordinator. Mrs. Cartright earned her B.S. in elementary education from Florida State University, her M.Ed. in leadership, and her Ed.S. in instructional technology (with the library media option) from Valdosta State University. She is currently pursuing her Ed.D. in curriculum and instruction from Valdosta State University.</p>
<p>Jennifer Lee</p>	<p>Jennifer Lee is the educational technology specialist for Dodge County Schools. Within the school system and its six schools, she serves PreK-12th grades at the middle and high schools, the two elementary schools, the Pre-K, and the alternative school. Previous educational experience includes teaching Pre-K, 1st, and 3rd grades. She also worked as an instructional technology specialist for Heart of GA RESA, where she served ten counties in middle Georgia in the areas of instructional technology, school improvement, and grant writing. She has her B.Ed. in early childhood education and her M.Ed. in holistic education.</p>

Team Member Name	Brief Biography
<p>Jason Lemley</p>	<p>Jason Lemley is the CTAE director, public relations coordinator, and a high school assistant principal for the Lumpkin County School System in Dahlonega, Georgia. Mr. Lemley holds an Ed.S. in educational administration and leadership from the University of North Georgia. He also has his M.Ed. and B.S.Ed. degrees in English from the University of North Georgia and the University of Georgia, respectively. Before entering administration, he began his career as an English teacher in Lumpkin County. He has served on several AdvancED engagement reviews and is the co-chair of the AdvancED leadership team for the Lumpkin County School System.</p>
<p>Sharon Streeter</p>	<p>Dr. Sharon D. Streeter has been an active educator for over 28 years. She currently serves as director of special education services in the Dallas County School District in Alabama. As a public educator she served many roles as an elementary teacher, an assistant principal at the elementary and middle school levels, and a principal at a 6-12 school (juvenile detention facility) and two elementary schools. Additionally, she serves as an adjunct instructor in the Education Department at Grand Canyon University. She received her Bachelor and Master of Science in education from Auburn University - Montgomery. She earned an Educational Specialist degree from Alabama State University in educational leadership. She earned a Doctor of Philosophy from the University of Alabama in educational leadership with minors in quantitative methods and social foundations.</p>

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