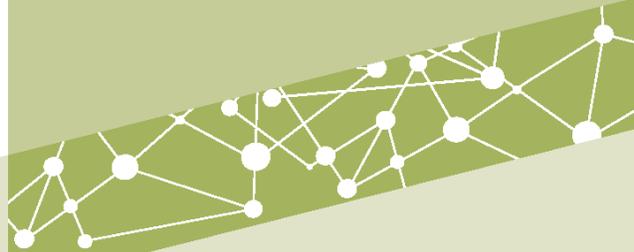


February 25-28, 2018



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

Results for:

Oconee County Schools
34 School Street
Watkinsville, Georgia 30677

Table of Contents

Introduction	3
AdvancED Performance Accreditation and the Engagement Review	3
AdvancED Continuous Improvement System	4
Continuous Improvement Journey Narrative	4
AdvancED Standards Diagnostic Results	5
Leadership Capacity Domain	5
Learning Capacity Domain.....	6
Resource Capacity Domain.....	6
Effective Learning Environments Observation Tool® (eleot®) Results.....	7
eleot® Narrative	8
Findings.....	10
Powerful Practices	10
Improvement Priorities.....	11
Accreditation Recommendation and Index of Educational Quality™ (IEQ™).....	12
Conclusion Narrative	13
Next Steps.....	14
Team Roster	14

Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

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

Stakeholder Groups	Number
School Board	5
Superintendent	1
Administrators	25
Teachers	50
Support Staff	5
Parents/Community Stakeholders	27
Students	42
Total	155

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

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards

Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

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

Continuous Improvement Journey Narrative

The Oconee County School System (OCS) is committed to continuous improvement and has worked diligently to build capacity to systematically gather input from all key stakeholders’ perspectives through formal and informal means, identify the experiences of those involved in the schools, determine levels of learners’ engagement, students’ achievement across academic and content areas and examine areas of organizational effectiveness. During the 2013-14 academic year, the system held a community engagement meeting including 260 plus participants and solicited and received input from over 500 community members through a community survey regarding topics to consider in creation of the system’s strategic plan. The data gathered to inform decisions are relevant, valid and reliable and they align to the stated mission and strategic goals.

Action and Planning Teams analyzed and then utilized data to inform decisions that determined priorities for the system and to establish goals. The system’s strategic goals were informed by multiple forms of data and encompass teaching and learning, stakeholder engagement, human resources, operations and student services, and business services. Each of the five goal areas included identified performance objectives and priorities. A strategy map was developed that included the identified goal areas, and a Theory of Change strategy was identified to support implementation. Implementation also required examination and alignment of individual school improvement plans with the system mission and strategic goals. Data team training for leadership and school level personnel was essential to success. System communication to the schools and to all stakeholder groups represented a vital piece of the success in identified goals areas, as did monitoring at the school and system level. The school board was systematically informed of progress toward goals during meetings using data collected. Individual school improvement plans and system resources were clearly aligned to the strategic goals, as were the system’s policies and practices.

Teacher surveys substantiated that schools have a continuous improvement process based on data, goals, actions, and measures for growth. Across all schools and those agencies and entities surrounding and supporting the system, the team noted collective commitment to the system’s goals and to the improvement processes. The system has demonstrated improvement using input from stakeholder groups, including the capacity to analyze and work with student performance data. Due to its extensive efforts to gather input, create inclusive processes

and develop strategic goals that reflect the values and needs of the community, stakeholders trusted and respected the system. The school board and the system’s leadership and staff are committed to continuously improve and invest in the system. Continuous improvement work was evident across the organization at all levels as a part of high expectations of the system.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity, Learning Capacity and Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

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

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Exceeds Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners.	Exceeds Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	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.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations

Leadership Capacity Standards		Rating
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 is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	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.	Emerging
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 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.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Emerging
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.	Meets Expectations
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

Resource Capacity Domain

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

Resource Capacity Standards		Rating
-----------------------------	--	--------

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.	Needs Improvement
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Meets Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Exceeds Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Meets Expectations

Effective Learning Environments Observation Tool® (eleot®)

Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	63
Environments	Rating
Equitable Learning Environment	2.81
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.29
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.56
Learners are treated in a fair, clear and consistent manner	3.71
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.79
High Expectations Environment	2.97
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.06
Learners engage in activities and learning that are challenging but attainable	3.33

eleot® Observations	
Total Number of eleot® Observations	63
Environments	Rating
Learners demonstrate and/or are able to describe high quality work	2.59
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.89
Learners take responsibility for and are self-directed in their learning	2.98
Supportive Learning Environment	3.44
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.44
Learners take risks in learning (without fear of negative feedback)	3.22
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.48
Learners demonstrate a congenial and supportive relationship with their teacher	3.63
Active Learning Environment	2.84
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.98
Learners make connections from content to real-life experiences	2.33
Learners are actively engaged in the learning activities	3.51
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.52
Progress Monitoring and Feedback Environment	2.79
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.51
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.25
Learners demonstrate and/or verbalize understanding of the lesson/content	3.13
Learners understand and/or are able to explain how their work is assessed	2.27
Well-Managed Learning Environment	3.51
Learners speak and interact respectfully with teacher(s) and each other	3.68
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.73
Learners transition smoothly and efficiently from one activity to another	3.22
Learners use class time purposefully with minimal wasted time or disruptions	3.41
Digital Learning Environment	1.86
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.22
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.90
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.46

eleot® Narrative

The Engagement Review Team observed 63 classrooms in six system schools. Teachers were accustomed to the observation tool, as it was utilized by the system. Students were clearly comfortable with visitors to the classrooms. A review of observations completed by the system revealed similar results to the team's findings.

The team observed the greatest strengths in the Well-Managed Learning and Supportive Learning Environments. Students demonstrated a congenial and supportive relationship with their teacher and spoke and interacted respectfully with teachers and with each other. Learners were on time to class, used class time purposefully, and clearly were aware of class rules and behavioral expectations. Transitions from one activity to another were efficient and smooth. Observations verified that students were willing to take risks in learning and learners were

positive, actively engaged, and purposeful. Students volunteered to participate, and fellow learners and teachers provided corrective feedback to improve understanding of lessons. Interviews with students verified that teachers provide support as needed to ensure student success. Parent interviews indicated that teachers communicate regularly regarding student progress. Interviews with parents, teachers, administrators, and students support findings from classroom observations of commonly shared and supported beliefs, mission, and vision throughout the system. Student surveys strongly agreed that teachers want students to do their best.

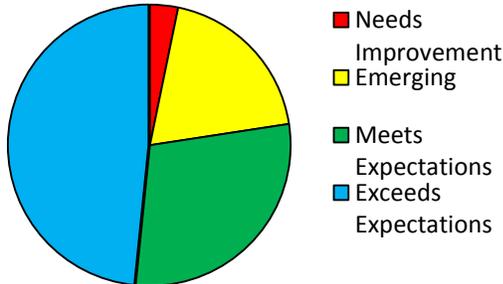
Less observed were students collaborating with their peers to accomplish/complete projects, activities, tasks and/or assignments, and students making connections to real-life experiences. However, in one elementary STEM class, there was a buzz of excitement as the students were tasked with helping the teacher plan for his “retirement business”. Students were planning, creating and building canoe prototypes and testing their buoyancy. Students used tinfoil, masking tape, popsicle sticks and other materials to create a canoe that was at least 12” long that could float down the Oconee River holding two passengers for three minutes. The passengers were stacks of ten pennies taped together. Directions for the next day were for the students to be thinking of the billboard advertisement for his river adventure retirement business. The students were very engaged and excited about their learning.

Classroom observations identified a lack of demonstration and/or opportunity for learners to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions. eleot® observations by OCS and the team did not substantiate that progress monitoring by students, learner understanding and/or ability to explain how their work is assessed, as well as differentiation of instruction in most classrooms are uniformly present across the system.

The Digital Learning Environment was rated the lowest of all observed areas. The highest observed area related to learner use of digital tools/technology to gather, evaluate, and/or use information for learning. Some observers found classrooms where learners were using digital tools/technology to conduct research, solve problems, and/or create original works for learning. However this was not consistent from classroom to classroom, nor from school to school. Less observed was the incorporation of digital tools/technology for learners to communicate and/or work collaboratively for learning. As teachers and learners become more agile with digital possibilities within the curriculum and learning process, the use of electronics will move from its most commonly observed use to more transformative options. Though the system has a 1:1 technology initiative, teachers expressed that professional development and support for incorporating digital learning into the system wide curriculum is limited. The system clearly recognizes this need and has identified it for increased support with the total initiative rollout.

Findings

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



Rating	Number of Standards
Needs Improvement	1
Emerging	6
Meets Expectations	9
Exceeds Expectations	15

Powerful Practices

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

Powerful Practice #1

The system is committed to the collectively created mission that defines the beliefs and expectations for all learners and has created actions to communicate and accomplish the established purpose and direction.

Primary Standard: 1.2 (Additional Standards include: 1.1 and 1.3)

Evidence:

Evidence reviewed verified that the district followed a strategic and comprehensive process that included all stakeholders while developing their Strategic Plan. The Strategic Improvement Planning Executive Summary clearly outlined the course of planning and development, broken down into four phases, which documented engagement from community members, parents, teachers, staff and students. The actions aligned to the Strategic Plan maintained the integrity of the system’s purpose and included a plan for review and revision. The presentation by the OCS Superintendent further emphasized the value of stakeholder support in accomplishing the system mission. The presentation by the Chief Academic Officer outlined the process in detail and further defined the steps used for continuous improvement review. Interviews with all stakeholder groups verified full support for the mission, beliefs and expectations established through the Strategic Plan. Stakeholders identified communication methods utilized by the system to ensure knowledge regarding the established purpose and direction for continuous improvement.

Powerful Practice #2

The governing authority of the system is commended on their adherence to policies and ethics within their defined roles and responsibilities.

Primary Standard: 1.5 (Additional Standards include: 1.4)

Evidence:

As evidenced in viewing the recordings of both the Oconee Board of Education meeting and work session, the board understands and appreciates their role in governing the system. The recordings, along with minutes from

other meetings validate the board's adherence to best practices by using Robert's Rules of Order. Meeting minutes and a review of policies as posted on the website verified that policies have been reviewed and updated on a regular basis, and as needed to accommodate changing initiatives and a growing population. Interviews illustrated how the board provides strong leadership and yet allows daily operations of the school system to remain firmly established with the superintendent and his team. Oconee County Schools has consistently been recognized for financial efficiency with 5 Star Ratings by the state of Georgia. This rating is a comparison of district spending per student with overall academic performance. In 2016, the Georgia Department of Education ranked OCS as the No. 1 district in Georgia, based on the College and Career Ready Performance Index (CCRPI). The system has consistently ranked in the top 10 CCRPI since 2010.

Powerful Practice #3

The Oconee County School System has developed systemic and systematic processes to ensure that learning progress, gained through high expectations, use of best practices and clearly aligned curriculum, is reliably assessed and clearly communicated.

Primary Standard: 2.10 (Additional Standards include 2.5 and 2.6)

Evidence:

Through stakeholder interviews, the review of relevant documents, and both school system and team member classroom observation data obtained through the elect[®], the team learned of efforts to assess student learning and communicate progress through numerous methods. School profiles on school websites as well as poster displays in schools highlight school-wide academic achievements visibly for visitors. Grade level/department teacher representatives work collaboratively in action teams to develop clearly aligned curriculum and assessments. These common assessments provide performance data for professional learning communities to analyze, compare, and communicate within their teams, schools, and system to revise and improve curriculum documents. These systemic and systematic processes have resulted in pervasively high expectations in classrooms throughout the system.

Improvement Priorities

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

Improvement Priority #1

Develop, initiate, and oversee a formal, system-wide process to ensure learners develop positive relationships with adults/peers that support educational experiences along with their physical, social, and emotional needs.

Primary Standard: 2.4

Evidence:

While stakeholder interviews indicated some evidence of a mentoring program provided through the Oconee Chamber of Commerce, it was neither evident nor consistent across all the schools in the system. Some support services for students with identified needs were identified in specific schools, but these services are not available for all students. One middle school had a formalized student mentoring program, but there was no evidence of other school or system sponsored programs. Stakeholder interviews and surveys further confirmed inconsistent access to mentoring opportunities. Elementary School Student Inventory results showed that the question related to "meeting and talking with an adult, other than my teacher, to discuss student learning needs" was one of the lowest scoring items with a score of 2.69.

Improvement Priority #2

Develop a system-wide induction, mentoring and coaching program that ensures all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

Primary Standard: 3.3

Evidence:

During interviews with teachers, school and system leaders, it was noted that induction and mentoring programs are informal and not systemic. Each school indicated that they have the autonomy to implement an induction and mentoring program as they deem appropriate. This was confirmed within the teacher inventory as it was noted that this related item (E2) was among the lowest scored items with a score of 2.93 out of a 4-point scale. In addition, the Comprehensive Needs Assessment indicated a need to review and evaluate mentoring, coaching, and induction programs to respond effectively to the system's continued population growth and increasing diversity.

Improvement Priority #3

Develop and fully implement an instructional technology plan, to include professional learning, identified resource utilization, and leadership support, enabling teachers to integrate digital resources and to utilize best practices to enhance student engagement and organizational effectiveness.

Primary Standard: 3.5

Evidence:

System overview presentations and interviews with district staff verified limited fiscal resources for fully implementing a 1:1 technology initiative. Teachers expressed a need for professional learning and support for the integration of digital resources and related best practices to increase student engagement, as the system moves to fully implement the system wide technology initiative. During classroom observations, the use of digital tools and technology for effective instruction and collaboration was limited. The eleot® rating for the Digital Learning Environment was 1.86 on a 4-point scale. Several classroom observations included the use of technology as a means for students to complete worksheets, to find terminology definitions, or for skill practice. Observers found less classroom use of digital learning for collaboration, research and problem solving.

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

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

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of elite classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Institution IEQ	341.79
-----------------	--------

Conclusion Narrative

A high performing school system of 7782 students, Oconee County School System prides itself in “offering world class education with a small town feel.” The system clearly has dedicated staff, support and commitment from the school community to help students achieve, and a strategic plan that targets teaching and learning, stakeholder engagement, human resources, operation and student services and business services. The governing board is a highly functional, award winning body that provides stable leadership with a clear understanding of its roles and responsibilities. The system has engaged in a thorough review as part of its AdvancED process and provided the team with ample evidence that they live their mission. The collaboration, instructional leadership, and community-invested responsiveness to the system were evident, and the team found them to be essential elements of the system’s day to day work and lives. The schools were filled with students who worked hard to meet the expectations of their teachers. Students, teachers and parents greeted each other with the respect and kindness of good neighbors. Parent interviews indicated that teachers communicate regularly regarding student progress. Parents stated that additional assistance from teachers is just a contact away. Through conversations, teachers demonstrated such a caring for one another and their students. They encouraged and uplifted each other and voiced their love. “Our administrative staff is very supportive,” and frequently asks us, “How can we help you make it happen?”

The system shows commitment to increase student performance at all levels through the graduation rate (currently 96%), expansion of program/course offerings which includes two STEM certified elementary schools, effective data use expanded to include systematic data reviews, careful analysis of student results and focused grade-level discussions that provide context and pose interventions to increase student success. Teachers are partners in the analysis of data and its impact on learning. Teacher surveys strongly support that all teachers monitor and adjust curriculum based on data from student assessments and examination of best practices. Students at elementary and middle schools take part in determining their own learning goals, informed by data.

The system is the fastest growing district in the state of those with 3500 or more students. This growth is reflected in the increasingly diverse population served, as well as the diversity of the socioeconomic status within the community. Careful planning is evidenced by the construction of a new elementary school to ease overcrowding, and the long-range plan for an additional middle school. Noted also was the recognition for fiscal responsibility by the state of Georgia for multiple years.

Deliberate also is the area of human resources. The system retains approximately 90% of its employees annually. All instructional staff are highly qualified, and applicants are plentiful for vacancies that occur. While the team did find school level mentoring for new teachers at some of the school sites, the process is not system-wide, nor consistent from school to school. Teachers, new and experienced, expressed a need for mentoring, coaching, and increased professional development for best practices and in technology to improve instruction. Professional development support will be vital as the system moves to full implementation of 1:1 technology, and as infusion of technology into the instructional process for improved student learning continues.

The system is committed to continuous improvement and has worked diligently to build capacity to systematically

gather input from all key stakeholders’ perspectives. Across all schools and those agencies and entities surrounding and supporting the system, the team noted collective commitment to the system’s goals and to the improvement processes.

The next steps for the system are to examine the progress made on the identified goals and to review the priorities identified within the strategic plan. Consider the key initiatives and continuous improvement factors as well as information from the surveys and inventories. The review conducted by the system coupled with findings from the AdvancED Engagement Review will provide a framework for strengthening the organizational effectiveness of the system to meet the identified challenges of changing demographics, technology and funding, as well as for enhancing student performance and instruction.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

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

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

Team Roster

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

Team Member Name	Brief Biography
Virginia J. Massey, Lead Evaluator	Virginia Massey has extensive classroom and administrative experience, having worked thirty-three plus years in the Hillsborough School District, in Florida. Virginia holds a B.A. degree from Florida State University, and a master’s degree from the University of South Florida in Social Science, with additional qualifications in Educational Leadership. Virginia served as a classroom teacher, assistant principal, a middle principal, and high school principal. Following her official retirement, she served as a mentor for teachers seeking non-traditional certification. Virginia has had the opportunity to lead teams for schools, systems and early child education. Her affiliation with AdvancED began early in her teaching career and has provided opportunities for professional growth and development.

Team Member Name	Brief Biography
Charlotte Foskey, Associate Lead Evaluator	Charlotte Foskey is the Executive Director of Teaching and Learning for the Jones County School District in Gray, Georgia. In that position, she coordinates the curriculum implementation process and the professional development activities for the district’s PreK program, four elementary schools, two middle schools and one high school. Mrs. Foskey holds an Ed. S. in Education Leadership and Middle School Education, a M.Ed. in Early Childhood Education, and certification as a Media Specialist from Georgia College and State University. She also has completed doctoral coursework in Education Leadership from Valdosta State University. Mrs. Foskey has experience as a teacher and administrator in K-12 education as an elementary teacher, middle school teacher, reading specialist, media specialist, graduation coach, instructional coach, system testing coordinator, instructional technology specialist, professional learning coordinator and curriculum director. She has served on several AdvancED Engagement Reviews and on the AdvancED Leadership Team for the Jones County School District.
Marie Gibbons, Team Member	Mrs. Marie Gibbons is currently the Chief Academic Officer in Clarendon County School District Two in Manning, South Carolina. Mrs. Gibbons has served in various capacities at the school and district level for 35 years. Mrs. Gibbons has been a teacher, assistant principal, Business Partnership Coordinator and Coordinator of Educational Programs. Marie was a school principal for sixteen years at the early childhood, primary, and elementary levels before returning to the district office as Director of Early Childhood and Elementary Schools. For the past eight years she has served as Chief Academic Officer in Clarendon School District Two. Mrs. Gibbons has worked with gifted and talented, and federal programs such as Title I, III, and VI. Mrs. Gibbons received a bachelor's degree from Francis Marion University in Florence, SC. She earned an M.Ed. in Early Childhood from the University of South Carolina and completed post graduate work in Educational Leadership at the University of South Carolina. Mrs. Gibbons served as chairperson of the AdvancED Internal Review Team in her district in 2008 and again in 2014. She has served on several AdvancED Review teams in South Carolina, North Carolina and Virginia.

Team Member Name	Brief Biography
Travis Nesmith, Team Member	<p>Mr. Travis Nesmith is the Executive Director of Curriculum and Technology of the Effingham County School System, an eleven thousand student district in Southeast Georgia. He began his career in the Effingham County School System as a high school business teacher, a position he held for four years. Between 2000 and 2008, Mr. Nesmith worked in the Central Office in various positions, as the Technology Specialist, Professional Learning Coordinator, and System Testing Coordinator. In 2008, he returned to a school level position as the Instructional Supervisor at South Effingham High School. After four years he moved to the Effingham College and Career as the Career, Technical, and Agriculture Coordinator, and Director of High School Programs. In 2015, Mr. Nesmith moved to his current position at the Effingham County Central Office. He received B.S.A., M.Ed., and Ed. S. degrees from Georgia Southern University. Mr. Nesmith has served on several AdvancED Engagement Reviews and AdvancED STEM Certification visits.</p>
Brian Travis, Team Member	<p>Brian Travis is the Principal at Peek’s Chapel Elementary School in the Rockdale County School District in Conyers, Georgia. In that position, he uses leadership, supervisory, and administrative skills to promote the educational development of each student. Mr. Travis holds an EDS in Educational Administration from Georgia College and State University. He also has his MS degree in Educational Administration and his BA degree in Computer Science. Mr. Travis has experience as a Business Education teacher in grades 6-8 and as an Assistant Principal in grades PreK-5. He has served as the GBEA Public Relations Committee Chair, and on the Middle School Curriculum Revision Committee. He has also served on several AdvancED Engagement Reviews and in on the AdvancED Leadership Team for the Rockdale County School System.</p>
Deborah Wimberly, Team Member	<p>A graduate of the University of Florida with her Bachelor’s in Elementary Education, a Master’s in Educational Leadership and certification as a library media specialist, Deborah Wimberly’s experience spans 38 years in education crossing two states, five districts and multiple positions within the education industry. As a classroom teacher she taught all levels, K – 5, of elementary school and most combinations in-between. Certified as a library media specialist, she served both elementary and middle levels. She has also served as principal of a K-8 school. At the district level she has experience as Director of Technology, E-Rate Coordinator, Director of Federal Programs, Supervisor of Library Media Specialists, as well as her current position as Public Relations and Special Projects Officer.</p> <p>Wimberly has been active in her community as a member and past-president of the Rotary Club, Senior Warden in her church, and has served on boards for economic and downtown development as well as the Chamber of Commerce. She has also served AdvancED over the past as a member of external review teams for multiple systems and schools.</p>



advanc-ed.org

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

9115 Westside Parkway, Alpharetta, GA 30009



About AdvancED

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

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