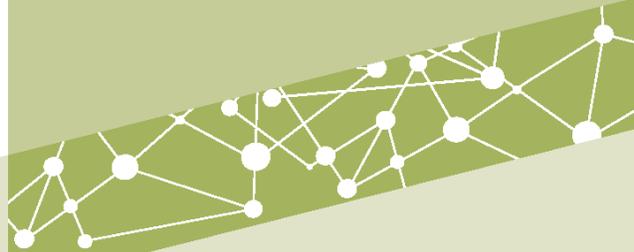


January 27 – 30, 2019

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# AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

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» **Results for:**  
**Butts County School System**  
181 North Mulberry Street  
Jackson, GA 30233

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## Introduction

### AdvancED Performance Accreditation and the Engagement Review

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

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

### AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### Leadership Capacity Domain

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

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Emerging
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Exceeds Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Meets Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Exceeds Expectations

## Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Needs Improvement
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Emerging

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Meets Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets 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.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Exceeds Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	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		
<b>Total Number of eleot® Observations</b>	<b>42</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Equitable Learning Environment</b>	2.96	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.17	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.45	3.74
Learners are treated in a fair, clear and consistent manner	3.52	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	2.71	2.06
<b>High Expectations Environment</b>	2.81	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.83	3.17
Learners engage in activities and learning that are challenging but attainable	2.98	3.14
Learners demonstrate and/or are able to describe high quality work	2.74	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.67	3.06
Learners take responsibility for and are self-directed in their learning	2.83	2.89
<b>Supportive Learning Environment</b>	3.26	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.31	3.66

eleot® Observations		
<b>Total Number of eleot® Observations</b>	<b>42</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
Learners take risks in learning (without fear of negative feedback)	3.10	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.31	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.31	3.66
<b>Active Learning Environment</b>	2.94	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.07	3.34
Learners make connections from content to real-life experiences	2.69	2.80
Learners are actively engaged in the learning activities	3.29	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.71	2.74
<b>Progress Monitoring and Feedback Environment</b>	2.76	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.52	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.10	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.93	3.37
Learners understand and/or are able to explain how their work is assessed	2.48	2.63
<b>Well-Managed Learning Environment</b>	3.14	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.33	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.31	3.83
Learners transition smoothly and efficiently from one activity to another	2.86	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.05	3.54
<b>Digital Learning Environment</b>	1.77	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.86	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.74	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.71	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	<b>X</b>	Unmet	
Unmet Assurances			

## AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

### Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

### Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

### Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

## Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

IS Rubric Levels	STANDARDS
<b>Initiate</b> Priorities for Improvement	Standards 2.2, 2.4
<b>Improve</b> Opportunities for Improvement	Standards 1.1, 1.2, 1.9 Standards 2.3, 2.6, 2.7, 2.11 Standards 3.1, 3.2, 3.5
<b>Impact</b> Effective Practices	Standards 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11 Standards 2.1, 2.5, 2.8, 2.9, 2.10, 2.12 Standards 3.3, 3.4, 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.

<b>Institution IEQ</b>	<b>315.81</b>	<b>AIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
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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.

After the review of evidence, interviews of stakeholders, and classroom observations, the Engagement Review Team identified several themes that support the continuous improvement process for the Butts County School System (BCSS). These themes present strengths and opportunities to guide the improvement journey.

The extensive involvement of internal and external stakeholders in decision-making, as well as in providing feedback and input, was evidenced in the planning and operations processes of most aspects of the BCSS. The Superintendent's overview explained extensive stakeholder involvement over the past two years as the district has reviewed and updated the strategic plan and revised the system's purpose statement adding 10 Core Commitments and Values for system-wide accountability. External stakeholders provided input through surveys while internal stakeholders met and deliberated as the superintendent said, "through blood sweat and tears." The superintendent and the district leadership interviews noted continued stakeholder involvement in the ongoing monitoring of the strategic plan as it is reviewed in the weekly cabinet meetings, the monthly administrator meetings, and the monthly curriculum team meeting making it a living document. The assistant superintendent noted other internal stakeholder involvement in other decision-making opportunities from the curriculum team and the advisory council. Board interviews substantiated that they provide feedback on the items that the superintendent presents at the board meetings. Through focus interviews with parents and community members, the review team learned that regular meetings are held with school officials to discuss needs and ways they can help. A parent said, "With all that the system offers, there is NO excuse for parents to not be involved." Community partnerships have increased to 60 partners since 2012. Community and business partners confirmed their active involvement with BCSS with a continued desire to support the district as it grows and improves. District leadership identified the lack of opportunities for student input but is already developing avenues for more student voice through school student teams, an elective leadership class, an eighth-grade transition class and the already in place Red Devils for Life (RD4L) at the high school.

Many of the learning environments lacked creativity, high expectations, and the integration of digital resources. The lowest score on the eleot observations was digital learning. Although devices were available in many classrooms and there was some evidence of students using them, there was very little evidence of instructional strategies to integrate technology. Additionally, the high expectations indicator of the eleot showed learners engaging in rigorous coursework, discussions and/or tasks that require the use of higher-order thinking to be only somewhat evident. The superintendent noted in his interview that the lack of engagement was a clear issue in the student health survey. He said, "We love our kids so much we protect them from the rigor." He followed that

statement by acknowledging that rigor has been a focus of professional development as it is not the desire of BCSS to deprive students of rigor in the standards. Focus interviews revealed that many students copy from bulleted PowerPoint presentations for a study sheet to memorize. Students were observed copying notes from the board into their notebook as a study sheet in preparation for a test. In the climate and culture surveys, 68% of parents said listening to the teacher best describes what their child does while at school, while only 24% said they were completing challenging work. Teacher survey results showed that 52% of the teachers believe that they provide students challenging work in their classroom. Teachers were able to discuss the upcoming technology goal of a device for every student, but they did not feel confident that they are trained to fully integrate the technology into their instruction. District leadership interviews shared information regarding last year's hiring of an instructional technology specialist and a recently implemented program, Trailblazers, that places computers into classrooms one classroom at a time and provides training to the classroom teacher to integrate technology into instruction. The revised strategic plan includes an action step to collaboratively develop and implement a common framework of highly effective pedagogy in units and lessons in all classrooms that maximize digital learning, collaboration, creativity, critical thinking, and communication. Adherence to these initiatives will provide support and instill confidence to increase rigor and creative student-centered environments.

An organized, consistent, professional development and professional learning delivery and structure have not cascaded to the school level in support of the district's goal of increasing student achievement by adjusting instructional practices. There was a discrepancy between the district level and the school level (teachers). While the district is intentionally providing professional development to the curriculum team for dissemination at the schools, it is not resulting in changes of instructional practices in the classroom. Multiple sources of data are collected and analyzed on student scores and progress, but there was a lack of evidence that demonstrated the use of data to adjust instructional practices. The 2019-2023 strategic plan includes a performance objective to install a comprehensive and coherent instructional system throughout the district in order to ensure that all students maximize their potential in academic achievement and success. Included are action steps to support and monitor professional learning communities. BCSS has also recently implemented a data collection and analysis plan to provide checkpoints and guidance for instructional decisions and practices across the district which will also increase student achievement.

There is no cohesive system-wide plan to assign students to an adult who can offer consistent advice, encouragement, and/or a listening ear as they progress from year to year. An organized formal structure known as the advisement program is active at the high school level, but there were no intentional plans found at the other schools for formal structures. Students who participated in the focus interviews were unable to articulate any organized program that linked them to an adult. Most of the students expressed confidence in knowing at least one adult that they could talk with, but there were a few who were not able to identify such a person. District leadership described the Response to Intervention (RtI) process and the Positive Behavior Interventions and Supports (PBIS) program, which they felt have transformed their schools, but neither are inclusive of all students. Teacher interviews and informal counselor conversations noted interest and sincere caring for the students, but neither could identify an organized program for an adult in the lives of the students. Such advisories could provide an influential role in mentoring and psychological support in addition to academic help and career planning.

Safety has been and continues to be priority and is a consistent theme throughout BCSS. In his overview, the superintendent stated, "our goal is to have a safe school system emotionally and physically." He talked about a recent \$400,000 safety project to update cameras and facilities for safety. Maximizing the personal safety and well-being of all stakeholders who enter the facilities was included in the Core Commitments and Values. A 100% of stakeholders interviewed emphasized the safety aspect of the district. There is an organized community safety

task force that meets regularly, and multiple evidence was provided citing monthly safety inspections, safety notes, and a comprehensive safety plan.

It is expected that these insights provide some guidance as the system and schools consider the next steps on their journey. Continuing on the journey of improvement will enhance the change of attitude from “but this is Jackson” (believing progress is slow to impossible due to culture) will cultivate the new attitude of “THIS IS JACKSON” (anything is possible)!

## 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><b>Carol Deweese, Lead Evaluator</b></p>	<p>Carol Deweese received her education from Mississippi State University and Delta State University and served in the field of education from 1983-2014. She has teaching experience at the elementary and high school level in both public and private sectors of education. She also taught adult computer education through a Community College Workforce Development Center. The last 14 years of her career were in the district office where she served as a technology specialist and later instructional technology coordinator for the district until her retirement in December 2014. She is IC3 certified, a certified Promethean Trainer, has completed PowerSchool University, and has been a certified Apple Foundations Trainer. Since retirement Carol has served on numerous AdvancED review teams, serves as an AdvancED School Lead Evaluator in Mississippi, a Systems Lead Evaluator in the U.S. and has recently been certified as an AdvancED Field Consultant.</p>
<p><b>Mary Nell Greer</b></p>	<p>Mary Nell Greer is the assistant principal at Matt Wilson Elementary School in Tifton, Georgia. Being the only assistant principal in the school, she works closely with the principal. Her responsibilities are wide and vast covering all areas of running an elementary school. Mrs. Greer holds a specialist degree in educational leadership from Valdosta State University, a master’s degree in middle grades education from Georgia Southwestern University, and a bachelor’s degree in elementary education from Valdosta State University. Her 28 years of experience ranges from teaching elementary and middle school students to administration in both areas. She has previously served as SACS coordinator in a middle school and SACS review team member for another school. She also serves as AdvancED Leadership Team for her hometown school district.</p>
<p><b>Kristie Long</b></p>	<p>Kristie Long began teaching in 1992 in Effingham County where she is still employed today. She earned her bachelor’s and master’s degree in elementary education from Georgia Southern University. She started her career as a first-grade teacher and later became a reading and math Title 1 teacher in 1997. In 1999, she became a reading recover teacher and taught students to read over the next 8 years. During that time, she was named Effingham County Teacher of the Year in 2002. In 2007, she became the RTI specialist for the district and added district supervision of the ESOL program in 2013. In 2015, she was named PBIS district coordinator. During her time in the district, she has served on SACS and AdvancED Leadership Teams and has been an AdvancED Review team member for other districts in Georgia.</p>

Team Member Name	Brief Biography
<p><b>Antonette Walker-Ford</b></p>	<p>Ms. Walker-Ford has worked as an English/language arts teacher in various cities in Florida. Currently, she is teaching ELA E/BD to grades 7 through 12 at the alternative school in Clay County. While working in Ft. Lauderdale, she designed a program geared toward the dropout rate and started a focus with a dropout prevention program. She has peered and mentored teachers. She is certified in English 6-12, ESOL, and ESE. Ms. Walker-Ford has served on various teams for AdvancED.</p>
<p><b>Melanie Burton-Brown</b></p>	<p>Melanie Burton-Brown began teaching in 1995 in Franklin County where she is still employed today. She earned her bachelor’s degree in music education from Furman University, her master’s degree in early childhood education from the University of Georgia, and her Ed. S in educational leadership from Lincoln Memorial University. She began her career as a middle school music teacher. During that time, she was named Franklin County Teacher of the Year in 2000. In 2004, she became the assistant principal of Franklin County Middle School. She has served as the assistant principal at both the middle school and high school levels. In 2015, Melanie moved to the district office as the director of assessment and accountability. Her current position is the executive director of federal programs, student services &amp; assessment. During her time in the district, she has served on SACS and AdvancED leadership teams. She has also served on several review teams for other districts.</p>

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## **About AdvancED**

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

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