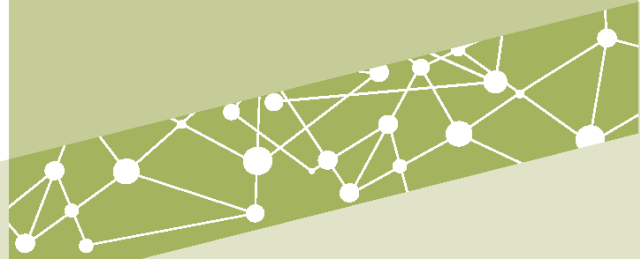


February 24-27, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**

Coffee County School System
1311 South Peterson Avenue
Douglas, Georgia 31533

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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.	Exceeds Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	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.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets 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.	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.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Meets Expectations

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Meets Expectations
2.8	The system provides programs and services for learners' educational future and career planning.	Meets Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Emerging
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.	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 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.	Meets Expectations
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets 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.	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 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	93	
Environments	Rating	AIN
Equitable Learning Environment	2.66	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.30	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.37	3.74
Learners are treated in a fair, clear and consistent manner	3.56	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	1.40	2.06
High Expectations Environment	2.80	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.78	3.17
Learners engage in activities and learning that are challenging but attainable	2.97	3.14
Learners demonstrate and/or are able to describe high quality work	2.33	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)	2.89	3.06
Learners take responsibility for and are self-directed in their learning	3.03	2.89
Supportive Learning Environment	3.23	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.25	3.66

eleot® Observations		
Total Number of eleot® Observations	93	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	2.88	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.41	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.37	3.66
Active Learning Environment	2.80	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.87	3.34
Learners make connections from content to real-life experiences	2.40	2.80
Learners are actively engaged in the learning activities	3.27	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.65	2.74
Progress Monitoring and Feedback Environment	2.67	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.43	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.17	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.94	3.37
Learners understand and/or are able to explain how their work is assessed	2.16	2.63
Well-Managed Learning Environment	3.27	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.51	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.45	3.83
Learners transition smoothly and efficiently from one activity to another	2.98	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.16	3.54
Digital Learning Environment	2.19	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.70	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.96	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.91	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	X	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

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

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

Initiate

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

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results 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.

13 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	
Improve Opportunities for Improvement	Standards: 2.2, 2.9 Standard: 3.5
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, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 2.12 Standards: 3.1, 3.2, 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.

Institution IEQ	335.16	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 Engagement Review Team identified several themes that correlate to the continuous improvement process for enhancing the goals of Coffee County School System. These themes present strengths and opportunities to guide the school system's improvement journey.

The school system's effective leadership ensures a strong commitment to continuous improvement. Artifact reviews and interviews revealed a board that understands its roles and responsibilities, gives the system leadership the autonomy for day-to-day operations of the school system, and holds itself accountable for committing to policies that ensure integrity. "We have come a long way in five years," stated a governing board member. "No board member has a personal agenda. We are focused on getting our youth what they need to be successful," shared a board member. Records indicate that the board of education participates in regular training with Georgia School Boards Association, holds two planning retreats annually in addition to monthly meetings, and conducts self-assessments as a way of providing a status review on the implementation of best governance practices. "Our success is because of the focused leadership of the superintendent," said a board member. "We are focused on growing and getting better," stated an administrator. "The superintendent leads by example," stated an internal stakeholder. "He brought us a very focused vision. We are in the best place we've ever been in Coffee County School System with the board and the superintendent." Every stakeholder group referenced the superintendent's ability to lead by example. A community leader shared, "School system leadership is impressive. They are extraordinary and well-prepared. The leaders in Coffee County School System are strategic thinkers." Visits to seven of the 12 schools and interviews with 421 stakeholders also revealed central office administrators and school leadership teams who exhibit a strong work ethic, a focus on instructional improvement, and a real commitment to being part of the collaborative team environment in Coffee County.

The laser focus on continuous improvement is evidenced in the extensive strategic plan for FY2019-FY2023. A formalized strategic plan with clearly defined mission, vision, beliefs, focus areas, strategic goals, performance measures (SMART Goals), and action plans was developed to guide the system's continuous improvement efforts. Numerous stakeholders spoke of their involvement as input and feedback were gathered from a wide variety of stakeholders (students, parents, teachers, administrators, business leaders, local government officials, emergency management personnel, health care professionals, higher education partners, and members of faith based organizations). "A crosswalk was conducted to ensure that the plan aligns to the recommendations of the Ford Next Generation Learning (FNLG) Essential Practices, AdvancED Standards, the Georgia Vision Project, and Charter System Performance Measures," shared the superintendent. "Systematic processes are embedded within the

school system to monitor, evaluate and revise strategies as needed,” shared a school leader. “The strategic plan drives our every action and we are re-visiting it continuously,” stated an internal stakeholder. Pride in the improvements made by the system was evident as system personnel shared the news of Coffee County being named the 2018 Georgia Charter System of the Year because of demonstrated excellence in leadership, governance, partnerships and achievement. With the mission of ‘Destination Graduation for College, Career, and Life,’ almost every interview included references to equity and excellence. “We have definitely had to up our game in recent years,” shared a system leader. The superintendent summed up the system’s laser focus on improvement by saying, “Our goal is to become a world-class school system focused on our core business of teaching and learning.” The Engagement Review Team applauds the system on its effective leadership team and encourages the continuation of that intentional focus on processes and practices that will become deeply ingrained in the system’s continuous improvement process.

A supportive, well-managed learning environment with a staff totally committed to meeting the needs of the whole child exists in the system. In almost every interview, staff used such words as commitment, trust, supportive, excellence, and family to describe the school system. Staff continually shared how they are willing to go over and beyond what is required in order for their students to succeed. Students described their schools as comfortable, helpful, safe, awesome, welcoming, and high-performing. One group of students described their school as a place where we “Spread kindness like confetti.” During the 93 classroom observations, the team saw students who demonstrated a sense of community that was positive, cohesive, engaged, and purposeful. Congenial and supportive relationships were observed between teachers and students throughout the schools.

“Everybody has a voice,” shared a teacher. “We affirm one another.” One teacher said, “You will never hear an employee say ‘It’s not my job.’ Everyone jumps in to get the job done and meet the needs of our students.” Staff talked about not only making improvements in student achievement but also meeting the social and emotional needs of students. “Positive Behavior Intervention System (PBIS) is implemented in all 12 schools as a way to create safer and more effective schools. PBIS has been fully implemented in all schools for years with the exception of the high school. The high school is in its initial stages of implementation,” stated a system leader. “This team-based process is our system’s approach to enhancing the capacity of Coffee County Schools to educate all students by developing evidence-based, school-wide support systems and processes. The end result has been an increase in positive behaviors for all students,” shared a counselor. Each school has an active wellness committee that helps to identify and provide interventions and services to students needing additional support (academic, emotional, or physical), and members of the wellness committees were on the interview teams at the schools. These committee members were proud to share how their wraparound groups operate to support student needs. “Our schools also have social workers and just this year we have added four case managers to assist social workers in meeting student needs. Case managers are invaluable as they make home visits and support the families of the identified students in need of intense support,” stated a school leader. An administrator shared how the system has a school nurse at each school and how the local hospital partnered with the school system to establish a health clinic at the middle school. All schools discussed their advocacy plans and some of the students shared who their advocate is and the kinds of support their advocate has provided for them. The middle school administrator shared how students are placed in clusters of approximately 100 students per cluster with each class having a homeroom time for counseling and advocacy. School climate ratings and survey results revealed how most stakeholders feel the sense of a healthy culture in the system.

The system places a high priority on safety. “Another component of our supportive learning environment is our intentional focus on student safety,” shared a system leader. “We have established a Coffee County School System Police Department, hired our own Chief of Police, and have officers at every school in the system,” stated the

superintendent. Records and artifact reviews revealed the use of such safety measures as Gaggle so that students can share concerns about safety through this anonymous school safety cyber tip line and School Guard as an app for reporting armed intruders. “We also have Global Positioning System (GPS) monitors on every system-owned vehicle. We practice safety drills regularly and have used some of the Education Special Local Option Sales Tax (eSplost) funds for improving safety measures at each school,” shared the superintendent. “The one site where we have more work to do in regards to safety is the Ninth Grade Academy. It is an old facility with all classrooms opening to the outside, and not all areas are fenced in because of sharing the facility with other programs,” stated an internal stakeholder. Evidence of a caring, supportive and safe learning environment is strong, and the school system is urged to sustain these practices over time with a special emphasis on addressing the safety concerns of the Ninth Grade Academy site.

The system uses a rigorous data-management system to drive its school improvement efforts. Without exception, interviews with the 175 teachers, support staff members, and administrators revealed the use of Illuminate as the comprehensive data management system that provides consistency in monitoring and evaluating the impact of instruction. “Illuminate has the capacity to house our student data in one platform that provides easy access to analyzed data for teachers and leaders,” stated a system curriculum leader. “Such data include quarterly benchmarks, state assessments, reading inventories, probes, migrant access, subgroup data, teacher evaluation data, system benchmarks, and thousands of test bank items wherein teachers can create formative assessments,” shared an administrator. Each interview group told of how the comprehensive assessment structure is used to measure student progress, revise and update the curriculum, inform classroom instruction, and measure school level and system-wide achievement. “We have a wonderful technology specialist who is our expert at importing, exporting, and creating reports and analyzing data for teachers and administrators to use. He also trains us to use the resources we have,” shared a teacher leader. “The system and each school have a data room where data are presented and analyzed to ensure timely information for review and discussion on next steps,” said a central office leader. Numerous employees spoke of the collaborative groups that operate to monitor and evaluate the impact of instruction. Monthly meetings of principals, assistant principals, program directors, and academic coaches are conducted to review and analyze data collected and housed in Illuminate. These various groups shared how their meetings are used to review trend data to determine content areas, subgroups and grade levels that need to be targeted for improvement. “This data analysis process helps us to determine goals, strategies and professional learning activities,” stated an academic coach.

The system places importance on a wide variety of organizational data. “In addition to student achievement data, we analyze financial, facilities, personnel and other important data,” shared a system administrator. “We know our average teacher retention data for several years is 89 percent. We use ‘Coffee County School System (CCSS) By the Numbers’ tracking system to analyze demographics, per pupil expenditures, dual enrollment course credits, Advanced Placement offerings, work-based learning opportunities, numbers of Pathway Completers, summer business/industry interns, and numbers of scholarship recipients,” shared a system leader. “We have been conducting eleots at each school, and school leadership has reviewed their own data. We have not yet collected all of the school eleot data and completed a system-wide analysis of it,” stated an internal stakeholder. To continue with the gains being made in student achievement and overall improvements in curriculum and instruction in the system, staff members at all levels are encouraged to continue their commitment to and demonstration of the use of data to verify progress and modify practices to improve student learning and system effectiveness.

Meaningful stakeholder engagement and community involvement, as well as intentional communication efforts, are cornerstones of the system’s success. All stakeholder groups were included in the development of the

Strategic Plan FY19-FY23. “This planning process was a part of a unique partnership with Ford Next Generation Learning (FNGL) that brought a comprehensive community approach to the process to increase community prosperity shared by the community and school system,” stated the superintendent. “This FNGL partnership infuses academic rigor with real-world relevance and rigor of career and technical education,” stated a community leader. “Everyone had a voice as we developed a roadmap for improving our current practices and continuing to better prepare our students,” stated an internal stakeholder. In addition to the formalized planning efforts, artifact reviews and interviews indicated heavy involvement of community representatives in many areas of school improvement. One company donates back-to-school book bag giveaways; the local technical college gives free haircuts to needy students; the hospital gives free physicals for athletes; business and industry provide work-based learning opportunities for system students; a local bank created a junior board of directors; the City of Douglas formed a student board of commissioners and a student court; and the hospital created a health clinic at the middle school. “For at least five years, the community has passed eSplost to purchase and provide capital improvements and facility upgrades,” stated the superintendent. “We are so pleased to have been awarded the 2019 Community Member of the Year award from the Chamber of Commerce because of our ongoing partnership with the business community to support workforce development,” said a central office administrator. Staff members also feel totally involved in the decision-making process of the school system as evidenced by interviews and document reviews.” We feel valued and important,” stated a teacher. “Administration asks for our feedback and then we see evidence of how our input is being used.”

Communication is intentional. One school leader stated, “We work hard at telling our story.” Another stated, “Communication efforts include Peachjar, Infinite Campus, Kinvolved, phone calls, emails, text messaging, Facebook, website and newsletters.” Our school governance councils are instrumental in our communication efforts as they help to spread the word about school activities. An annual report and a By the Numbers brochure with the state of the system are shared with the board, televised locally, and posted on our website,” stated a system leader. “The superintendent carries a copy of the strategic plan with him to various meetings as he is invited to speak and update the community on school system initiatives,” shared a system leader. “We are always searching for ways to communicate with parents and get them more involved. We have such activities as Parent Nights, Parent Teacher Organization meetings, Parent Teacher Conference Days, and Caring Adults in Buildings (CAB) activities. Yet, full representation of all backgrounds on school governance councils, planning initiatives, and school activities is an area of needed improvement,” stated a system leader. Every group interviewed by the Engagement Review Team indicated a need for more parent and family engagement to support student achievement. “I truly think we must figure out a way to support many of our parents who lack parenting skills if we are going to make expected gains in student achievement,” stated an administrator. Another said, “We must think outside the box if we are going to get all parent groups actively involved in supporting their children’s achievement growth.” The active engagement of all stakeholder groups and frequent and varied communication efforts are currently expected throughout the school system. To continue with the success currently enjoyed by the system, everyone must ensure these stakeholder engagement practices and programs become deeply ingrained and protected throughout the culture of the system and explore ways to provide the parental training and support needed by parents of all demographic groups.

Strategic resource management is a bedrock of the success enjoyed by the system in recent years. The strategic plan, as well as the five-year facilities plan, has evidence of adherence to the established budgets. Continuous monitoring is evident through interviews and records of the monthly meetings. “A balanced budget and a fund equity that increased from \$9.5 million in 2016 to \$17.5 in 2018 are evidence of effective operating procedures,” stated a system leader. “We not only take pride in well-maintained buildings and grounds, but are constantly analyzing enrollment projections and looking at programmatic needs as we revisit our capital improvement plan

each year,” shared a system leader. “Maintenance needs are logged and prioritized through a system called WorkTrakker.” The superintendent stated, “The community has supported eSplost for many years to purchase and provide capital improvements and facilities upgrades. In November of 2018, another eSplost was passed with 68 percent of the voters in Coffee County voting to support capital improvements.” Records indicate the Resource Allocation Methodology Plan (RAMP) ensures equity in providing a baseline education for all students. Every staff member who was interviewed stated that schools have informational and instructional resources needed to support student learning. “We have a high speed network and one to one computing devices for all students in the system. In fact, we are already at one to one with Chromebooks for each student in the primary grades through grade eight,” shared a technology support staff member. “Technology support is provided through a tracking system called Trouble Trakker.” “Even with the ample technology equipment and infrastructure, we still need to do a better job with using technology to improve teaching strategies and student learning,” stated an internal stakeholder.

The system is committed to providing excellence in human resource services. In the area of human capital, records indicate a 90 percent retention rate for 2018-2019 and an overall average of 89 percent retention rate for the past five years. The human resource (HR) director shared how the system uses its flexibility option that is a part of being a charter system to bring in college graduates in the ‘hard to find’ areas such as mathematics, science, and special education and support them in getting certified in return for signing a contract to remain with the system for at least three years. “Another retention strategy implemented by the system is the one percent salary increase above the state salary, as well as an additional step for experience,” shared the HR administrator. When asked about standard operating procedures, the finance director and other system level personnel shared formalized procedures for finance, purchasing, and payroll. “We have a specific timeline for the budgeting process and a book of the detailed steps we use to close out the books each year. What we need to do is provide more cross-training,” stated the finance director. As noted, one of the strengths of the system lies in securing and allocating resources, having ample technology equipment, and effective teacher recruiting practices. The system ensures that training and support are provided for more effective use of digital tools to increase student learning. In addition, the system could consider safeguarding the practices and processes that are currently being implemented so that they become deeply ingrained throughout the operations of the school system.

With all the success and improvements that have been made within the last five years in the system, the need still exists to sustain the incremental growth in student achievement and continue the expansion of opportunities for ‘Graduation Destination for College, Career, and Life.’ “We have made gains in the graduation rate, Scholastic Aptitude Test scores, numbers of students taking Advanced Placement courses, dual enrollment courses, work based learning and Science Technology Engineering Arts and Math (STEAM) opportunities, Pathway Completers, Realizing Educational Achievement Can Happen (REACH) scholars and Zell Miller scholars,” stated a system leader. Yet, the strategic plan revealed several opportunities for growth. “We must continue to analyze data, adjust instruction and implement evidenced based interventions. If we are to have a more rigorous, challenging curriculum, we need to implement needed supports and remediation to enable all students to succeed,” shared an internal stakeholder. Classroom observations by the Engagement Review Team revealed much of the explanations during classroom instruction by the teacher instead of students having opportunities to explain their thinking. Although most of the instruction was standards-based, many classrooms were teacher directed with limited opportunities for students to problem solve or engage in inquiry based lessons. Team members observed student opportunities to partner/collaborate but students had minimal conversations using the language of the standards. When team members asked students about how their presentation was graded or how they knew if their writing was good, many were unable to clearly articulate how work is assessed. The System Quality Factor Diagnostic addressed the need to expand and develop more work based learning and STEAM opportunities, the need to build

more career and employability skills, a need to increase project-based learning, and a need to form themed academies at the high school level. “Pathways of interest to students must be aligned as the high school transitions to wall to wall themed academies,” stated a system leader. “Student achievement is always a focus for continued improvement. We continually strive for all students to reach expected levels of achievement and to be ready for transition to the next level of learning or career path.” For this to occur, the school system could actively engage parents, families and community in supporting these efforts. Formal processes could be used to ensure that the practices and programs are being implemented and monitored with quality and fidelity. As the opportunities and partnerships increase and student participation grows and expands, the ‘Graduation Destination for College, Career, and Life’ will become deeply ingrained and protected throughout the culture of the system.

There are many institutionalized, high quality programs and initiatives in the system, as evidenced by variety and quantity of the themes and standards at the impact level of the i3 rubric. The themes also present opportunities for continued growth in an already excellent system that could positively impact student achievement and system progress.

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
Dr. Cheryl Allread, Lead Evaluator	Cheryl Allread's career spans over 47 years. She retired from Marion County Schools in South Carolina after having taught math and science for seven years, serving as principal for 11 years, as assistant superintendent for instruction for 11 years, and as district superintendent for seven years. After retirement from 36 years working in Marion County, she began working as a consultant with the South Carolina State Department of Education, serving as liaison for low-performing schools/Palmetto Priority Schools. She also conducted academic audits, served as principal mentor, and served as a leadership coach in instructional supervision.
Mr. Matthew Hall	Matthew Hall is the district parent engagement coordinator for Wilcox County Schools. He earned his bachelor's degree in early childhood education from Georgia Southwestern State University, master's degree in instructional technology from Kennesaw State University, and education specialist degree in educational leadership from Valdosta State University. Before serving on a system level, Mr. Hall taught special education at the elementary level.
Dr. Tracia Culver	Tracia E. Culver is currently the data and curriculum administrator at Silver Sands Middle School for Volusia County Schools in Daytona Beach, Florida. In that position, she coordinates class offerings, aligns the curriculum with the school system's curriculum guide, disaggregates test data for the school's improvement plan and is responsible for the school's master schedule. Dr. Culver has an Ed.D. in human services administration with a minor in curriculum development. She has experience as classroom teacher and administrator at the elementary and middle school levels.
Ms. Missy Roddenberry	Missy Roddenberry is the information systems coordinator for Effingham County School District. In this position, she manages the student information system and coordinates the state reporting for the schools in the system, including two high schools, three middle schools, and eight elementary schools. The system also includes an alternative school program, a Georgia Network for Educational and Therapeutic Support (GNETS) program, a Science, Technology, Engineering and Math (STEM) academy, and a College and Career Academy. Ms. Roddenberry earned her Bachelor of Business Administration in information systems from Georgia Southern University, Master of Arts in Teaching in secondary education from the University of Phoenix, and Specialist in Education in curriculum and instruction from Lincoln Memorial University. Prior to her position at the district office, Ms. Roddenberry was a high school math teacher for 10 years.

Team Member Name	Brief Biography
<p>Dr. April Aldridge</p>	<p>April Aldridge currently serves as the assistant superintendent of teaching and learning for the Decatur County School System in southwest Georgia. Dr. Aldridge leads curriculum initiatives including instructional technology along with planning for job embedded professional learning in her school system for K-12 leaders and teachers. Her professional career spans 22 years and she has also served in the role of district assessment director, federal programs director, Title III/English for Speakers of Other Languages (ESOL) director, migrant education director, assistant principal, lead teacher and classroom teacher. Dr. Aldridge has earned degrees from Mercer University, Georgia College and State University, and University of Alabama at Birmingham. Experience in the field of education has also allowed her to teach in three school systems with varied geographical and demographic compositions.</p>
<p>Mr. Allen Moore</p>	<p>Allen Moore is currently an assistant principal in Duval County Public Schools located in Jacksonville, Florida. Mr. Moore holds a Bachelor of Science degree in agronomy from Florida Agricultural and Mechanical University, a Master of Science degree in educational leadership and is currently completing his Doctor of Education degree in educational leadership with a minor in conflict resolution from Nova Southeastern University. He has more than 20 years of experience in the field of education as a head coach, science teacher, secondary administrator, as well as an executive director of emergency management and student support services. In addition to his educational experience, Mr. Moore served as a law enforcement officer in the Clay County Sherriff's Department. This experience has given him additional insight into the values of safety and security.</p>

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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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