

Report of the External Review Team for Oxford City Board of Education

310 East 2nd Street
Oxford
AL 36203-1704
US

Dr. Jeff D Goodwin
Superintendent

Date: December 7, 2014 - December 10, 2014



Copyright (c) 2015 by Advance Education, Inc. AdvancED™ grants to the Institution, which is the subject of the External Review Team 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™.

Table of Contents

Introduction	4
Results	9
Teaching and Learning Impact	9
Standard 3 - Teaching and Assessing for Learning	10
Standard 5 - Using Results for Continuous Improvement	11
Student Performance Diagnostic	11
Effective Learning Environments Observation Tool (eleot™)	13
eleot™ Data Summary	15
Findings	18
Leadership Capacity	22
Standard 1 - Purpose and Direction	23
Standard 2 - Governance and Leadership	23
Stakeholder Feedback Diagnostic	24
Findings	24
Resource Utilization	27
Standard 4 - Resources and Support Systems	27
Findings	28
Conclusion	29
Accreditation Recommendation	32
Addenda	33
Individual Institution Results (Self-reported)	33
Team Roster	34
Next Steps	36
About AdvancED	37
References	38

Introduction

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

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

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

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

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

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

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

Use of Diagnostic Tools

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

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

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

Index of Education Quality

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

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

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

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

Benchmark Data

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

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

Powerful Practices

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

Opportunities for Improvement

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

Improvement Priorities

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

The Review

Prior to the on-site district review, the AdvancED External Review Team (team) began its off-site deliberation about and examination of artifacts provided by the Oxford City Board of Education (OCBE), headquartered in Oxford, AL, with an initial team and district joint telephone conference call held on November 14, 2014. At that time OCBE central office staff addressed district operations and priorities with the five team members assigned by AdvancED. In addition, the team chair announced AdvancED Standard and Domain chairpersons for the team and explained documents posted on the AdvancED Workspace. The team began the on-site OCBE district review with an evening dinner held on Sunday, December 7. The event was attended by the district superintendent, district AdvancED contact person, and team members. An extensive examination of the district using the approved accreditation review process was conducted with an emphasis on the five AdvancED standards, the use of the Effective Learning Environment Observation Tool (eleot), various interviews with the OCBE and central office staff as well as school leaders and stakeholder groups, the examination of submitted district and school artifacts, and an analysis of school and district survey data.

While on-site the team conducted interviews in the OCBE central office on Monday, December 8, toured all OCBE schools on Tuesday, December 9, and departed the OCBE district in the afternoon of December 10. The OCBE and all schools were well-prepared for the visit with all events appropriately planned and

scheduled. Teachers, staff, students, and other stakeholder groups understood the review process in which the OCBE and its schools were involved and were eager to participate in the various activities. There were open and honest discussions, interviews, and informal visits with administration and staff which provided valuable information to the team. This information, along with a review of artifacts and visits to classrooms, provided an overall view of the learning environment of the OCBE and how thoroughly the AdvancED standards for accreditation were addressed.

There was a wide variety of stakeholder groups present during the visit and numerous interviews took place. The team interviewed all 6 school board members, the superintendent, 27 central office and school administrators, 35 teachers, 21 support staff, 15 parents/caregivers/stakeholders, and 80 students for a total of 185 persons. Each group or individual interviewed was well-informed about the vision and mission of the OCBE and its schools, as well as future OCBE and individual school short- and long-range goals and objectives. The stakeholder group was open in its comments and readily discussed all questions asked by the team. Several persons interviewed volunteered additional information about the OCBE and its schools that was not included in any team questions. In addition to the stakeholder groups mentioned above, the team randomly observed 47 classrooms utilizing the elect protocol and examined numerous bulletins, policy manuals, and other school documents.

The team would like to thank the OCBE and school administration, all faculty, students, parents, and community for the warm, friendly welcome and for all comforts afforded during the accreditation process. The team would also like to extend a special thank you to the various persons who provided meals, refreshments, and technology assistance. Finally, the team noted that district and school officials had thoroughly planned for the accreditation visit and had arranged all meetings and events to both complement the district and also follow the timeline required by the process.

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

Stakeholder Interviewed	Number
Superintendents	1
Board Members	6
Administrators	27
Instructional Staff	35
Support Staff	21
Students	80
Parents/Community/Business Leaders	15
Total	185

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	2.69
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	4.00	2.55
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.54
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.70
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	4.00	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	3.00	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	4.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	3.00	2.97
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	3.00	2.46
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.57
3.11	All staff members participate in a continuous program of professional learning.	3.00	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	4.00	2.63

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	2.00	2.67
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	3.00	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	3.00	2.14
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.00	2.45
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	4.00	2.85

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of

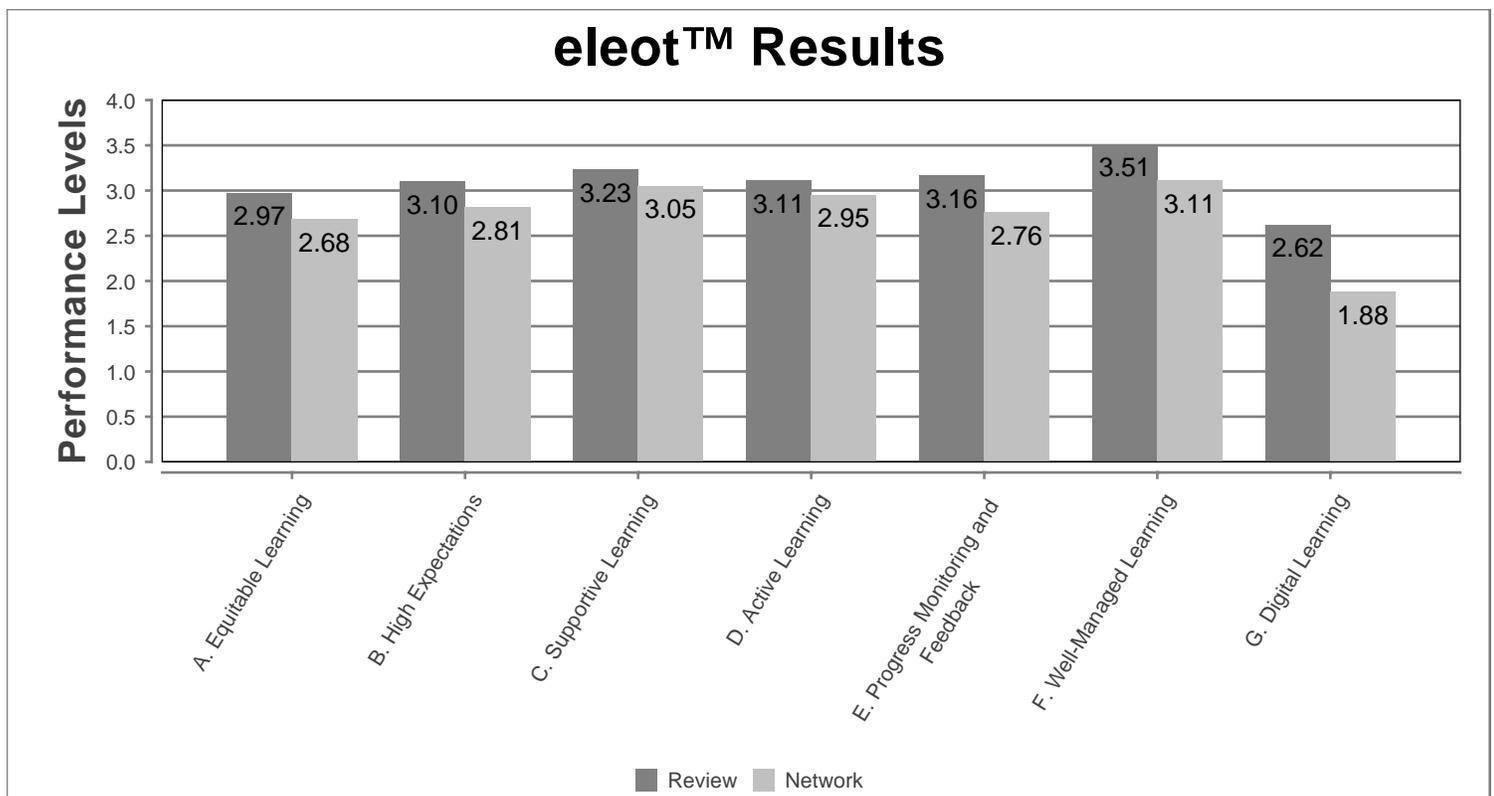
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.32
Test Administration	4.00	3.62
Equity of Learning	3.00	2.52
Quality of Learning	3.00	3.06

Effective Learning Environments Observation Tool (eleot™)

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

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



The team utilized the eleot instrument in observing 47 school classrooms located within all six OCBE schools and determined ratings for each of the seven learning environments measured through the use of the instrument. Areas of highest rating on the eleot scale were the "Well-Managed Learning Environment" and "Supportive Learning Environment" with scale averages of 3.51 and 3.23. The third highest area was "Progress Monitoring" with a scale average of 3.16. AdvancED network averages for these categories were

3.11, 3.05, and 2.76, respectively.

The eleot observation protocol indicated that the classroom learning environment within the OCBE was positive. The OCBE provided evidence of an equitable learning environment with many opportunities for student engagement. However, more opportunities for differentiated learning as well as opportunities for students to learn about their backgrounds and culture would enhance and enrich student learning opportunities. The lack of observed instances of these activities led to a lower eleot rating on the "Equitable Learning Environment" component of 2.97. A high expectation for learning was observed in many situations and students were well-managed within the classroom. Exemplars for assessment were not evident in all classes observed which led to a lower eleot score in some areas. The team also noted the absence in some classes of high teacher expectations of student work and active learning environments which led to a lower score in the "High Student Expectation" and "Active Learning Environment" categories. The respective eleot values for the district were 3.10 and 3.11, respectively. Although school staffs were prepared for the visit and all teachers observed provided instruction in a rich environment, an absence of student use of instructional technology to enhance teaching and learning was noted in some instances. District planners are continuing efforts to monitor and enhance as needed infrastructure capability to support technology in the future; however, team observations supported the notion that more could be made of existing classroom technology. It is noted, however, that the district score for "Digital Learning Environment" was 2.62 as compared with a network average of 1.88.

OCBE students were outstanding in several ways. Not only were they polite and orderly as they moved about their respective campuses, but they were attentive and focused in classrooms, as well. Students, as a whole, demonstrated evidence of a well-organized group who respectfully followed school rules. During class activities, students interacted with each other and worked well together and independently. It was obvious to the team that good student behavior was an expectation and part of the routine for attendance at all the district schools visited.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.79	Has differentiated learning opportunities and activities that meet her/his needs	23.40%	42.55%	23.40%	10.64%
2.	3.43	Has equal access to classroom discussions, activities, resources, technology, and support	42.55%	57.45%	0.00%	0.00%
3.	3.30	Knows that rules and consequences are fair, clear, and consistently applied	29.79%	70.21%	0.00%	0.00%
4.	2.38	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	10.64%	31.91%	42.55%	14.89%
Overall rating on a 4 point scale: 2.97						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.40	Knows and strives to meet the high expectations established by the teacher	40.43%	59.57%	0.00%	0.00%
2.	3.36	Is tasked with activities and learning that are challenging but attainable	38.30%	59.57%	2.13%	0.00%
3.	2.34	Is provided exemplars of high quality work	6.38%	42.55%	29.79%	21.28%
4.	3.23	Is engaged in rigorous coursework, discussions, and/or tasks	31.91%	61.70%	4.26%	2.13%
5.	3.15	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	31.91%	53.19%	12.77%	2.13%
Overall rating on a 4 point scale: 3.10						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.21	Demonstrates or expresses that learning experiences are positive	34.04%	55.32%	8.51%	2.13%
2.	3.21	Demonstrates positive attitude about the classroom and learning	31.91%	57.45%	10.64%	0.00%
3.	3.21	Takes risks in learning (without fear of negative feedback)	36.17%	51.06%	10.64%	2.13%
4.	3.32	Is provided support and assistance to understand content and accomplish tasks	36.17%	59.57%	4.26%	0.00%
5.	3.17	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	34.04%	53.19%	8.51%	4.26%
Overall rating on a 4 point scale: 3.23						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.30	Has several opportunities to engage in discussions with teacher and other students	36.17%	57.45%	6.38%	0.00%
2.	2.62	Makes connections from content to real-life experiences	25.53%	27.66%	29.79%	17.02%
3.	3.40	Is actively engaged in the learning activities	46.81%	46.81%	6.38%	0.00%
Overall rating on a 4 point scale: 3.11						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.06	Is asked and/or quizzed about individual progress/learning	23.40%	63.83%	8.51%	4.26%
2.	3.11	Responds to teacher feedback to improve understanding	19.15%	76.60%	0.00%	4.26%
3.	3.32	Demonstrates or verbalizes understanding of the lesson/content	36.17%	59.57%	4.26%	0.00%
4.	3.13	Understands how her/his work is assessed	29.79%	57.45%	8.51%	4.26%
5.	3.17	Has opportunities to revise/improve work based on feedback	31.91%	59.57%	2.13%	6.38%
Overall rating on a 4 point scale: 3.16						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.68	Speaks and interacts respectfully with teacher(s) and peers	68.09%	31.91%	0.00%	0.00%
2.	3.66	Follows classroom rules and works well with others	65.96%	34.04%	0.00%	0.00%
3.	3.51	Transitions smoothly and efficiently to activities	63.83%	29.79%	0.00%	6.38%
4.	3.19	Collaborates with other students during student-centered activities	48.94%	34.04%	4.26%	12.77%
5.	3.53	Knows classroom routines, behavioral expectations and consequences	55.32%	42.55%	2.13%	0.00%
Overall rating on a 4 point scale: 3.51						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.02	Uses digital tools/technology to gather, evaluate, and/or use information for learning	44.68%	27.66%	12.77%	14.89%
2.	2.57	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	34.04%	23.40%	8.51%	34.04%
3.	2.26	Uses digital tools/technology to communicate and work collaboratively for learning	23.40%	21.28%	12.77%	42.55%
Overall rating on a 4 point scale: 2.62						

Findings

Improvement Priority

Revise and implement a clearly defined district-wide K-12 comprehensive student assessment system. (Indicators 5.1)

Evidence and Rationale

By examinations of the district and individual school self-assessments and through interviews with central office personnel, the team noted that the district was currently revising its comprehensive assessment system to include all grade levels. Through interviews with district and school leadership teams, the review team further noted that there were consistencies in various assessments at some grade levels but that these assessments were not systematic across the district.

The development and utilization of a comprehensive assessment system is critical to monitor student progress and will create the structure needed for schools to evaluate data at the school level that will increase the chance for student achievement. A district-wide comprehensive data assessment system should be regularly monitored and evaluated for reliability and effectiveness in order to best improve instruction, student learning, and the conditions that support student achievement.

Powerful Practice

The district effectively operates as a dynamic collaborative learning organization. (Indicators 3.5)

Evidence and Rationale

The district participates in collaborative learning communities that meet both informally and formally. Through

interviews with district and school leadership, it was noted that collaboration consistently occurred across grade levels, content areas, and other district divisions. Team members also found that practices such as action research, examination of student work, reflection, study teams and peer coaching are routine for all staff members. Interview evidence and meeting agendas supported that district personnel clearly linked collaboration to improvement results in instructional practice, district effectiveness, and student performance.

In every field, professionals benefit from connecting with dedicated colleagues to improve practice. A large body of research shows that teacher collaboration results in substantial improvements in student achievement, behavior, and attitude. Through formal and informal training sessions, study groups, and conversations about teaching, teachers and administrators gain the opportunity to grow professionally. Working together, teachers are better prepared to support one another's strengths and accommodate weaknesses.

Powerful Practice

The district has powerful and effective mentoring, coaching, and induction programs.
(Indicators 3.7)

Evidence and Rationale

The team found substantial evidence that district personnel were engaged in systematic mentoring, coaching, and induction programs that were consistent with the district's values and beliefs about teaching, learning, and the conditions that support learning. Documents reviewed support that new teachers receive 24 hours of orientation and training prior to the beginning of school that includes technology, ethics, Quality Teaching Standards, community relations, national and state accountability districts, district goals, classroom management, and formative assessment. Administrators assign mentors to work closely with all new teachers throughout their first year in the district. Teachers and administrators indicated through interviews that continuous support was provided for new and struggling teachers.

Informal mentoring is a powerful experience. However, this mentoring is sometimes often accessible only to a few employees who volunteer for assistance. Its benefits are limited only to those few who participate to fidelity. Formal, systematic mentoring takes mentoring to the next level, supporting learning, ensuring high expectations for all district personnel, and providing a higher level of accountability.

Powerful Practice

The district office and school leaders systematically communicate information and data using innovative multiple delivery methods to reach stakeholders.
(Indicators 5.5)

Evidence and Rationale

Through interviews, the team noted that the district conducts various meetings in numerous locations throughout the community to reach out to all stakeholders. Furthermore, through interviews the team discovered that the district used interpreters to reach ELL student and their families. Various marketing tools such as, Notify Me, Remind 101, Blackboard, and websites were used to report information and student achievements. Title 1 schools implemented drive-bys as an additional way to reach out to families unable to

commit to the duration of a lengthy event.

Effective communication between districts, schools, and their stakeholders is critical for a district's continuous improvement. The more involved stakeholders are in the decision-making process, planning, and implementation of district initiatives, the greater the buy in regarding the goals of the governing body. Further, research shows that the closer the partnership between stakeholders and school districts, the greater the chance for student achievement.

Powerful Practice

The district provides and coordinates learning support services to meet the unique and varied learning needs of students.

(Indicators 3.12)

Evidence and Rationale

Examination of artifacts and interviews with stakeholders reveal that district and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs. As evidenced by professional development initiatives, it was noted that district and school personnel stay current on research related to unique characteristics of learning and provide or coordinate related individualized learning support services to all students. Documentation of professional development shows training in diversity, Response to Intervention (RtI), ELL, disproportionality, student engagement, classroom management, quality questioning, Individual Education Plans, and 504 Plans. The district provides learning support services by providing reading coaches and ELL teachers in each school, evidencing low pupil- teacher ratios, enhancing guidance and counseling, nurturing parent training, and hosting face-to-face meetings with students and families.

Comprehensive and coordinated student support services are critically important for the social, emotional, and character development of students. The development of learning climates is conducive to student achievement of high academic standards. Student support services foster positive relationships among educators and students, thereby increasing student attachment to school. These services are an essential link between students and their families, school resources, and community-based health and social services.

Powerful Practice

The district systematically monitors and adjusts curriculum in response to data from multiple assessments and professional practices.

(Indicators 3.2)

Evidence and Rationale

Through interviews with central office staff and school leadership, as well as through examination of supplied artifacts, it was validated that district and school personnel used data regularly to make informed decisions. It was noted that information from multiple assessments and examination of professional practices resulted in curriculum adjustment. Multiple documents substantiate the systematic, collaborative process in place that ensures alignment of curriculum, instruction, and assessments. Through meeting agendas it was documented

that there was a clear process to ensure vertical and horizontal alignment of the core curriculum district-wide. The team noted that leadership teams worked collaboratively to revise curriculum maps and to create common assessments, standards-based report cards, Blackboard courses, lesson plans, and conduct Instructional Rounds.

In today's education climate, school success is defined as ensuring achievement for every student. To reach this goal, educators need tools to help them identify students who are at-risk academically and adjust instructional strategies to better meet their needs. Student progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. The work leading to school and district improvement is constant. Academic improvement is mandated and affects the lives of children. Improvement must become a permanent part of school practice, not a one-time or occasional event.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	3.00	2.67
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.69
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	2.87
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00	2.64

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	3.00	2.96
2.2	The governing body operates responsibly and functions effectively.	4.00	2.99
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	4.00	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	4.00	2.69

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	3.00	2.78

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	3.00	3.12

Findings

Improvement Priority

Develop and implement a clearly defined district-wide plan addressing a continuous improvement process. (Indicators 1.4)

Evidence and Rationale

The team found no evidence to document a district-wide plan addressing a systematic, continuous improvement process. Through interviews with central office staff and school administrators the team noted that there were conversations about expectations for school improvement with each school leadership team. However, there was no standardization for these comments or directions from the central office providing district-wide leadership to coordinate school improvement initiatives.

A formalized district-wide continuous improvement plan will provide direction and continuity across the district. Further, the plan will allow for monitoring and documentation of individual school improvement efforts and provide greater accountability for leaders and schools.

Powerful Practice

Leadership and staff deliberately and collaboratively make decisions aligned with the purpose and direction of the district while focusing on a culture that fosters high standards for all personnel and students.

(Indicators 2.4)

Evidence and Rationale

Numerous examples of shared leadership and collaboration related to the purpose, direction, and goals outlined by the district were provided through interviews with central office and school leadership as well as through examination of survey data. School leadership teams work collaboratively with the district leadership to vertically and horizontally align the curriculum, plan and review pacing guides, create common assessments, review data, and develop and implement school continuous improvement plans to achieve the purpose and direction of the OCBE. The district also has a process in place to develop and align decisions and actions with the district's strategic plan and collaboratively assess the implementation of the strategic plan. Evidence was provided to support a culture that fosters professional growth and collaboration among teachers and leadership across the district through numerous venues such as curriculum alignment, instructional rounds, and professional learning communities.

Research regarding shared leadership and collaboration conveys that the vested interest of a school district with its stakeholders yields substantial positive dividends. A culture characterized by collaboration, shared leadership and a sense of community among all stakeholders promotes the shared vision and purpose of a school district. Various aspects of stakeholder involvement and investment can result in numerous benefits to schools and the students they serve including financial support, increased parental involvement, instructional resources, and academic support. The ultimate goal and benefit of a culture of invested stakeholders results in increased student success and academic achievement which are the primary purposes of a school district.

Powerful Practice

Numerous stakeholders including community and business leaders work diligently to support not only the purpose and direction of the school district but also provide guidance in the area of planning for fiscal and strategic resource management.

(Indicators 2.5, 4.2, 4.4)

Evidence and Rationale

Evidence of stakeholder collaboration regarding the district strategic plan and individual school improvement plans is shown by community and business support and comment. Community and business leaders have been engaged with the school district overtime as evidenced through survey results, minutes of meetings, and by interviews. Numerous supporting communications were also provided. Financial support is provided to the district through various community and business leaders, the Oxford City Council, and the Oxford City Schools Education Foundation, to name a few.

Research regarding stakeholder collaboration and a shared purpose and direction substantiates the positive results associated with not only support for a district's vision, but also financial resources related to successful outcomes. Provision and management of fiscal resources impact numerous aspects of the overall success of a school district including human and instructional resources, physical facilities, and overall student success

and academic achievement.

Powerful Practice

The governing body effectively functions as a cohesive unit to enact efficient policies based on informed decision-making in accordance with its roles and responsibilities to ensure effective district operation and student learning.

(Indicators 2.2)

Evidence and Rationale

The team noted through interviews with the six members of the OCBE that all members have completed a state-required training plan regarding the roles and responsibilities of the board and individual members. It was further found that three members have exceeded the requirements of the state mandate. Assurances and certifications attest that each board member understands the importance of formulating decisions that are in accordance with the Alabama Code of Ethics and are free of conflict of interests. Interviews with central office administration, school leaders, and stakeholders validate that the policies enacted by the governing body, which functions as a cohesive unit, support the effective operation of the school district to promote student learning. Further, evidence to support the effectiveness of the governing body is noted by the fiscal stability and well-being of the district.

The responsible actions of a governing body impact the ability of a district to operate effectively on an on-going basis thereby supporting instruction and promoting student learning. Without a framework of functional policies and procedures under which to operate, appropriate guidelines and expectations are not communicated and enacted at the school level. Furthermore, the fiscal stability of a district greatly supports the instructional program in the areas of human and instructional resources as well as the physical learning environment.

Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3.00	2.98
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	4.00	2.98
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.05
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	4.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3.00	2.82
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.00	2.64
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	3.00	2.65
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.64

Findings

Powerful Practice

Numerous stakeholders including community and business leaders work diligently to support not only the purpose and direction of the school district but also provide guidance in the area of planning for fiscal and strategic resource management.

(Indicators 2.5, 4.2, 4.4)

Evidence and Rationale

Evidence of stakeholder collaboration regarding the district strategic plan and individual school improvement plans is shown by community and business support and comment. Community and business leaders have been engaged with the school district overtime as evidenced through survey results, minutes of meetings, and by interviews. Numerous supporting communications were also provided. Financial support is provided to the district through various community and business leaders, the Oxford City Council, and the Oxford City Schools Education Foundation, to name a few.

Research regarding stakeholder collaboration and a shared purpose and direction substantiates the positive results associated with not only support for a district’s vision, but also financial resources related to successful outcomes. Provision and management of fiscal resources impact numerous aspects of the overall success of a school district including human and instructional resources, physical facilities, and overall student success and academic achievement.

Conclusion

The team noted that the district is committed to excellence in teaching and learning. The focus on providing opportunities for all staff to participate in collaborative learning communities is just one example of this commitment. This theme was observed in all schools across the district. In addition, the Professional Learning Communities (PLC) process has the potential to raise academic achievement levels for all students. Collaboration consistently occurs across grade levels, content areas, and other district divisions. Practices such as action research, examination of student work, reflection, study teams and peer coaching are routine for all staff members. District personnel link collaboration to improvement results in instructional practice, district effectiveness, and student performance. Aligned with the professional learning communities, the team noted that 12 days are dedicated for faculty and staff professional development. While each school has the autonomy to plan staff development aligned with individual school needs, the district requires alignment with district goals and beliefs about teaching and learning. The team noted that with the formulation of a district-wide continuous improvement plan, the expectations for schools will be clearly defined and standardized. Completion of this process will advance the district to the next level.

District personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the district's values and beliefs about teaching and the conditions that support learning. As a strength, new teachers receive 24 hours of orientation and training prior to the beginning of school. Additionally, administrators assign mentors to work closely with all new teachers throughout their first year in the district.

The district and schools provide and coordinate unique and effective services to support student learning. Examples include Response to Intervention (RtI), English Language Learners (ELL), disproportionality, student engagement, Individual Education Plans, and 504 Plans. The district provides learning support services by providing Instructional Partners and ELL teachers in each school, low pupil-teacher ratios, enhanced guidance and counseling, parent training, and face-to-face meetings with students and families. District goals included: increasing volume reading, improving stakeholder involvement, improving student engagement, building common formative assessments, vertically aligning power standards, and implementing Alabama College and Career Readiness Standards. These goals provide a laser-like focus for district and school improvement efforts.

Systematic, collaborative processes are in place that ensure alignment of curriculum, instruction, and assessments. There is a clear process to ensure vertical and horizontal alignment of the core curriculum district-wide. Leadership teams work collaboratively to revise curriculum maps and to create common assessments, standards-based report cards, Blackboard courses, lesson plans, and conduct Instructional Rounds.

There is evidence of long range planning for resources and for the maintenance of a modern, fully functional technology infrastructure; modern, updated equipment; and a qualified technical support staff to meet the teaching, learning, and operational needs. The team observed that student use of instructional technology by students. They further observed how the district coordinates and evaluates the effectiveness of support districts to meet the physical, social, and emotional needs of the student population being served through its

plan for a Multi-Tiered System of Support. Measures of program effectiveness are in place and district and school personnel use the data from these measures to regularly evaluate all programs and plan for instructional accommodations and supports.

Through the external review process, the review team determined the district has strong leadership capacity to support and enact the purpose and direction of the district through the leadership and governing board of the OCBE. The mission and vision statements adopted in the strategic plan have been reviewed yearly with input from all stakeholders and have been incorporated into all schools. The mission and vision statements, located in the strategic plan, form the framework for the expectations of student success in the district. Leadership at all levels of the district commit to incorporating these values as they plan for challenging educational programs and equitable learning experiences for all students. The five-year strategic plan serves to outline the progression to accomplish these goals. This plan is reviewed annually to determine advancement toward desired outcomes. However, the team found that there is not a district-wide continuous improvement process and plan to give clear direction and support for student learning.

District policy and procedure documents clearly demonstrate adherence to state and local laws, regulations, while ensuring the effective administration of the district and its schools. The governing board operates as an exemplary, cohesive unit to meet the goals outlined by the district and support the effective management of the day-to-day operations. A culture of collaboration, shared leadership, and vested interest is fostered at all levels throughout the district and among the stakeholders. District and school leadership engage all stakeholder groups in support of the district's purpose and direction through a variety of means including human and financial resources, academic support, and physical facilities. The leadership and governing body clearly comprehend the importance of a shared vision and mission and invest and manage the resources needed to accomplish the goals set forth by the district.

The team understands that the district and its schools have targeted initiatives in place to provide a roadmap for progress and improvement. The Improvement Priorities provided by the team were designed as to not divert energies from present initiatives, but to enhance them and provide some clarity for future planning.

The district's efforts to have at least one adult advocate at school can have a dramatic, positive impact on student success. Providing every student in every school with an adult advocate is critical to ensuring that educators are aware of the needs of every student so that the appropriate support, guidance and assistance is available to meet the educational and career planning needs of all students. In addition, the district focuses on aggressive tactics to recruit qualified teachers, thus, keeping a fresh pool of candidates to replace staff who will retire or move away. The existing policies to provide professional training and to provide mentorship for teachers and staff in data use and to focus on operational effectiveness will provide enhancements to teaching and learning and create more consistency across district operations. Last, the ability of the district to firm stakeholder support in the area of financial support and facility upgrades has added a measure of stability to district initiative for years to come.

Improvement Priorities

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

- Develop and implement a clearly defined district-wide plan addressing a continuous improvement process.
- Revise and implement a clearly defined district-wide K-12 comprehensive student assessment system.

Accreditation Recommendation

Index of Education Quality

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

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

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

	External Review IEQ Score	AdvancED Network Average
Overall Score	324.39	282.79
Teaching and Learning Impact	323.81	274.14
Leadership Capacity	325.00	296.08
Resource Utilization	325.00	286.32

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

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

Addenda

Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
C. E. Hanna Elementary School	395.24	400.00	400.00	397.44
Coldwater Elementary School	357.14	381.82	400.00	371.79
DeArmanville Elementary School	376.19	381.82	371.43	376.92
Oxford Elementary School	361.90	390.91	385.71	374.36
Oxford High School	323.81	372.73	357.14	343.59
Oxford Middle School	371.43	390.91	400.00	382.05

Team Roster

Member	Brief Biography
Dr. David E Gullatt	Dr. David Gullatt has served as a supervisor of administration and curriculum, elementary and secondary principal, and teacher for 29 years within the public schools of Louisiana. For the past 15 years he has held teaching, administrative, and supervisory positions in higher education including Program Head, Department Head, and Dean within the College of Education at Louisiana Tech University in Ruston, LA. Dr. Gullatt has published 22 professional, juried scholarly articles and given over 70 national and international presentations addressing school accountability, safety, institutional effectiveness, and academic gain. Over the past 8 years he has served on both SACS and NCS AdvancED Systems Accreditation visits as Lead Evaluator. Presently he is Vice-Chair of the Louisiana SACS-CASI Council and serves as an adjunct professor of educational leadership and doctoral research at Louisiana Tech University in Ruston, LA..
Dr. Rose D McGee	Dr. Rose McGee is retired from the Florence City Schools where she served as the Director of Instruction and Assessment and Principal of Hibbett Middle Schools. She has 34 years of experience as a teacher, parent involvement specialist, federal Pre-K director, assistant principal, principal and central office administrator. Dr. McGee has also served as an adjunct professor at the University of North Alabama and Northwest Shoals Community College. She holds a BS degree in Elementary and Early Childhood Education from the University of North Alabama; an MA and Ed.S in Early Childhood Education and Development from the University of Alabama, and a Ph.D. in Curriculum and Instruction from the University of Alabama, Birmingham. Dr. McGee serves as a School Lead Evaluator for AdvancEd and also an Associate Lead Evaluator for AdvancEd District External Review teams.
Dr. Cheryl C Allread	Dr. Allread's career spans over 40 years. She retired from Marion County Schools in South Carolina after having taught math and science for 7 years, serving as principal for 11 years, as assistant superintendent for instruction for 11 years, and as district superintendent for 7 years. After retirement from 36 years working in Marion County, she began working as a consultant with the S.C. 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. Dr. Allread serves as Field Consultant for AdvancED in S.C. and works as Lead Evaluator for AdvancED in schools and districts across the country, as well as continuing to work as a private consultant with schools in instructional supervision.
Mrs. Beth Bruno	Over the last 35 years, Mrs. Bruno has served Alabama school systems as an elementary teacher, assistant principal, principal, and assistant superintendent. She is currently the Assistant Superintendent for Curriculum and Instruction for Trussville City Schools in Trussville, Alabama.
Mrs. Charlotte A Oglesby	Charlotte Oglesby, a retired educator, currently serves AdvancEd as a team member and Lead Evaluator. She received her BS in Elementary Education from Judson College, her Masters of Library Services as well as a higher certificate in Elementary Education from the University of Alabama. She started her career as an elementary teacher in Florida and then moved to Alabama where she completed 44 years. She has taught elementary and middle school students, served as the librarian at the middle school and high school level, and completed her career at the central office as the system technology coordinator for Perry County Schools. While in the schools, she served as school professional development contact, parental involvement chairman, school technology coordinator and Federal Programs contact. She currently serves as night librarian at Marion Military Institute, a member of the Alabama Junior College Association.

Member	Brief Biography
Mr. Russell Lee Vernon	<p>Mr. Vernon have been in education for 16 years. He received his Bachelors of Science degree from East Carolina University in Middle School Education for Science and Social Studies, Masters in School Administration from Appalachian State University, and currently he is enrolled at the University of North Carolina at Greensboro working on his EdS and EdD. Currently, Russell is an elementary school Principal in Eden, North Carolina. He has participated in AdvancED visits for the last six years. In the state of North Carolina, he serves as a Lead Evaluator and have served as a team member for school and district visits.</p>

Next Steps

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

About AdvancED

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

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

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

References

- Alwin, L. (2002). The will and the way of data use. *School Administrator*, 59(11), 11.
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180.
- Chartered Institute of Personnel and Development. (2012). *Shared purpose: the golden thread?* London: CIPD.
- Colbert, J., Brown, R., Choi, S., & Thomas, S. (2008). An investigation of the impacts of teacher-driven professional development. *Teacher Education Quarterly*, 35(2), 134-154.
- Conley, D.T. (2007). *Redefining college readiness (Vol. 3)*. Eugene, OR: Educational Policy Improvement Center.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: Center on Educational Governance, USC.
- Dembosky, J., Pane, J., Barney, H., & Christina, R. (2005). *Data driven decision making in Southwestern Pennsylvania school districts*. Working paper. Santa Monica, CA: RAND.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29 (4), 40-51.
- Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? *T.H.E. Journal*, 30(10), 19-21.
- Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An analysis of perceptions concerning special interest groups and educational governance. *Journal of School Leadership*, 8, 373-398.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. *Educational Administration Quarterly*, 42 (62), 61-89.
- Greene, K. (1992). Models of school-board policy-making. *Educational Administration Quarterly*, 28 (2), 220-236.
- Horng, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. *American Journal of Education* 116, (4) 492-523.
- Lafee, S. (2002). Data-driven districts. *School Administrator*, 59(11), 6-7, 9-10, 12, 14-15.
- Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48 (387). 388-423.
- Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), *Organizational learning and school improvement* (p. 239-266). Greenwich, CT: JAI Press.
- McIntire, T. (2002). The administrator's guide to data-driven decision making. *Technology and Learning*, 22(11), 18-33.
- Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L. (2003). Examination of resource allocation in education: connecting spending to student performance. Austin, TX: SEDL.