

Report of the External Review Team for Tazewell County Public Schools

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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

The public school systems external review for Tazewell Public Schools was conducted from October 23rd-26th, 2016. The six-member team arrived for its first work session on October 23rd. The first work session was immediately followed by a team dinner that was catered by the school division.

Prior to the beginning of the on-site review, the lead evaluator completed 3 months of calls, texts and e-mails with the division contact and superintendent for the school division. The lead evaluator also conducted a phone conference, welcome letter and numerous email correspondences with the external review team in preparation for the on-site work. Prior to arrival, all team members reviewed the accreditation report, the division's website and all evidences provided by the division.

The lead evaluator and the contact for the school division also carefully selected schools to be visited by utilizing representative district data such as student achievement, socio-economic status and geographic area. The six schools selected were a representative sample of the Tazewell County Public Schools as a whole

The external review team wishes to thank the Tazewell Public Schools for its genuine hospitality and organized preparation. All schedules, interviews and school visits were coordinated in an effective and efficient manner. Stakeholders were friendly and genuinely engaged in the accreditation process. The Tazewell Public Schools

demonstrated a tremendous work ethic and dedication to continuous improvement. The personnel ensured that the review team was welcomed and well-taken care of.

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	2
Board Members	5
Administrators	23
Instructional Staff	115
Support Staff	38
Students	169
Parents/Community/Business Leaders	18
Total	370

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.	2.83	2.49
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.59
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.71
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	3.00	2.58
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.	3.00	2.60

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.	3.17	2.50
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.	2.83	2.47
3.11	All staff members participate in a continuous program of professional learning.	3.00	2.65
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.33	2.64

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.	4.00	2.66
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.	4.00	2.49
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	3.00	2.15
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	2.50
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.	3.00	2.75

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

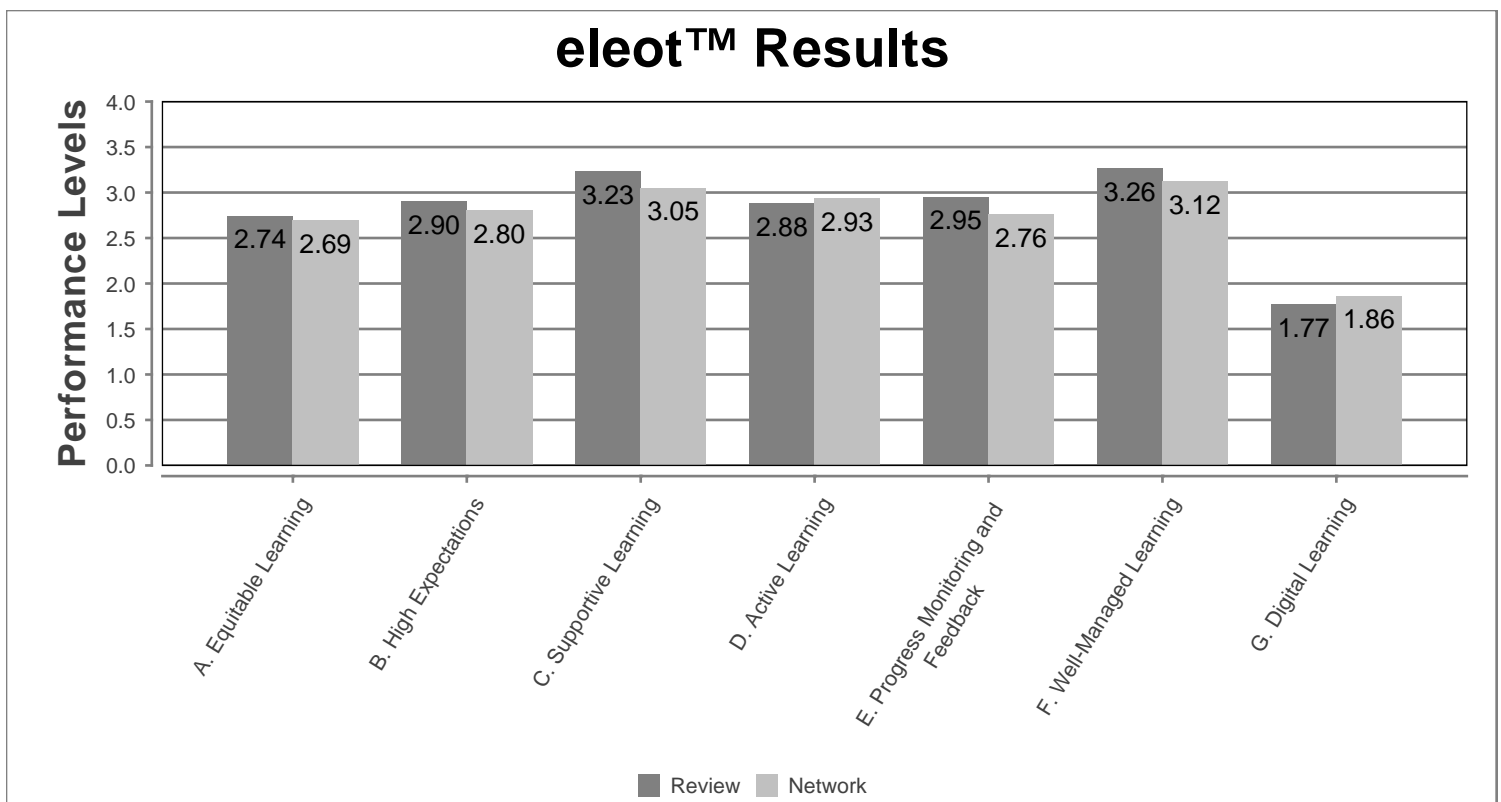
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.33
Test Administration	4.00	3.52
Equity of Learning	2.00	2.54
Quality of Learning	3.00	2.96

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.



During the on-site review, the External Review Team completed 66 observations.

The eleot® is an observation tool used to document and quantify the presence of several learning environments during classroom observations. One area measured by the eleot® is Equitable Learning Environment. An Equitable Learning Environment includes differentiated learning opportunities for students,

equal access for all students to the activities and resources of the classroom, rules that are applied in a fair, clear, and consistent manner, and the opportunity to celebrate all children's background, culture, and differences. The overall rating in the area of Equitable Learning Environment for Tazewell County Public Schools is 2.74 which is almost identical to the Advanc-Ed Network average of 2.69. The score for Tazewell County Public Schools in the areas of differentiated learning (2.52), equal access (3.47), and equitable application of rules (3.42) are slightly higher than the network average but are within the standard measure of error. However, the scores for opportunities to celebrate differences (1.55) are slightly lower than the network average but also fall within the standard measure of error. Overall, Equitable Learning Environment is a relative strength for Tazewell County Public Schools.

The eleot® also includes observation in the area of the High Expectations. The overall rating within this area is 2.90 which means that the components appeared somewhat evident within the students' overall learning environment. The score was above the AEN average of 2.81. Those areas in which the school division scored higher than the AEN and TCPS average include: knows and strives to meet the high expectations established by the teacher (3.17), is tasked with activities and learning that are challenging but attainable (3.09), the students are engaged in rigorous coursework, discussions, and /or tasks (3.08) and students are asked and respond to questions that require higher order thinking (2.91). The only area which had a lower average than the AEN and TCPS averages was that students were not provided exemplars of high quality work (2.26).

The overall rating in the Supportive Learning Environment for TCPS is 3.23 which means that the components appeared evident within the students' overall learning environment. This score is above the AEN average of 3.05. The school system scored higher than the AEN average in the following environments: demonstrates positive attitude about the classroom and learning (3.47), demonstrates that learning experiences are positive (3.39), supports and assistance are provided to aid understanding of content and accomplishing tasks (3.27) and takes risk in learning (3.14). The school system scored lower than the AEN average in the environment of providing students with additional instruction and feedback at the appropriate level of challenge for their needs (2.88) making it somewhat evident in the students learning environment.

The Student Progress Monitoring and Feedback Environment rating is 2.95 which was above the AEN overall average of 2.76. In the area of students' individual progress and learning, the score was 3.12 which was also above the AEN average. The student response to teacher feedback to improve understanding at 3.18 was also slightly above the AEN average. In the area of student understanding how his/her work is assessed, the score of 2.62 was above the AEN average of 2.46. Finally, in the area of student opportunities to revise/improve work based on feedback, the score was 2.67 which was just slightly above the AEN average of 2.65.

Additionally, the eleot® provides an opportunity for observation in the area of the Active Learning Environment. The overall rating within this area is 2.88 which means that the components appeared somewhat evident within the students' overall learning environment. This score was below the AEN average of 2.95. In the area of actively engaged in learning activities, the division scored above the school system's overall Active Learning Environment score and the AEN average with a score of 3.24. The next category which encompassed student engagement in discussions with teachers and other students, TCPS scored 2.97 which was higher than the AEN and district average. Making connections from content to real life experiences was a weakness for the division scoring a 2.44. Although Tazewell County Public Schools' average was below the AEN score, the margin of difference was .07.

The eleot® observation also supplies an opportunity to collect student engagement data in the area of the Well

Managed Learning Environment. The overall rating within this area is 3.26 which means that the components appeared evident within the students' overall learning environment. The overall score of 3.26 was above the AEN average of 3.11. All components in the Well-Managed Learning Environment reflect scores above the average mean of each eleot® component score. The component scores consist of: speaks and interacts respectfully with teachers(s) and peers (3.50); follows classroom rules and works well with others (3.52); transitions smoothly and efficiently to activities (2.98); collaborates with other students during student-centered activities (2.85); knows classroom routines, behavioral expectations and consequences (3.45). The highest component score for the Well-Managed Learning Environment is, follows classroom rules and works well with others, and the lowest component score is, collaborates with other students during student-centered activities. Within the 64 observations and the 7 learning environments, the Well-Managed Learning Environment ranked as the highest environment for Tazewell Public Schools.

Finally, the eleot ®requires observation in the area of the Digital Learning Environment. The overall rating within this area is 1.77 which means that the components appeared not evident within the students' overall learning environment. This score was below the AEN average of 1.86. The usage of technology to gather, evaluate and use information for learning was slightly above the school's overall digital score (1.83) as well as utilizing technology for collaboration purposes (1.82). Within the 66 observations that were conducted, there was a very small sampling of the use of digital tools/technology and collaboration. The Digital Learning Environment was the weakest overall for Tazewell Public Schools.

Overall, classroom observations and resulting data supported the overall findings of the External Review Team for the Tazewell Public Schools.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.52	Has differentiated learning opportunities and activities that meet her/his needs	19.70%	33.33%	25.76%	21.21%
2.	3.47	Has equal access to classroom discussions, activities, resources, technology, and support	60.61%	27.27%	10.61%	1.52%
3.	3.42	Knows that rules and consequences are fair, clear, and consistently applied	54.55%	36.36%	6.06%	3.03%
4.	1.55	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	7.58%	9.09%	13.64%	69.70%
Overall rating on a 4 point scale: 2.74						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.17	Knows and strives to meet the high expectations established by the teacher	34.85%	50.00%	12.12%	3.03%
2.	3.09	Is tasked with activities and learning that are challenging but attainable	25.76%	60.61%	10.61%	3.03%
3.	2.26	Is provided exemplars of high quality work	22.73%	22.73%	12.12%	42.42%
4.	3.08	Is engaged in rigorous coursework, discussions, and/or tasks	34.85%	43.94%	15.15%	6.06%
5.	2.91	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	42.42%	22.73%	18.18%	16.67%
Overall rating on a 4 point scale: 2.90						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.39	Demonstrates or expresses that learning experiences are positive	51.52%	37.88%	9.09%	1.52%
2.	3.47	Demonstrates positive attitude about the classroom and learning	56.06%	36.36%	6.06%	1.52%
3.	3.14	Takes risks in learning (without fear of negative feedback)	43.94%	34.85%	12.12%	9.09%
4.	3.27	Is provided support and assistance to understand content and accomplish tasks	54.55%	22.73%	18.18%	4.55%
5.	2.88	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	42.42%	24.24%	12.12%	21.21%
Overall rating on a 4 point scale: 3.23						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.97	Has several opportunities to engage in discussions with teacher and other students	36.36%	33.33%	21.21%	9.09%
2.	2.44	Makes connections from content to real-life experiences	28.79%	18.18%	21.21%	31.82%
3.	3.24	Is actively engaged in the learning activities	46.97%	33.33%	16.67%	3.03%
Overall rating on a 4 point scale: 2.88						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.12	Is asked and/or quizzed about individual progress/learning	50.00%	25.76%	10.61%	13.64%
2.	3.15	Responds to teacher feedback to improve understanding	42.42%	36.36%	15.15%	6.06%
3.	3.18	Demonstrates or verbalizes understanding of the lesson/content	42.42%	40.91%	9.09%	7.58%
4.	2.62	Understands how her/his work is assessed	28.79%	33.33%	9.09%	28.79%
5.	2.67	Has opportunities to revise/improve work based on feedback	37.88%	21.21%	10.61%	30.30%
Overall rating on a 4 point scale: 2.95						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.50	Speaks and interacts respectfully with teacher(s) and peers	63.64%	25.76%	7.58%	3.03%
2.	3.52	Follows classroom rules and works well with others	62.12%	30.30%	4.55%	3.03%
3.	2.98	Transitions smoothly and efficiently to activities	37.88%	36.36%	12.12%	13.64%
4.	2.85	Collaborates with other students during student-centered activities	37.88%	28.79%	13.64%	19.70%
5.	3.45	Knows classroom routines, behavioral expectations and consequences	59.09%	28.79%	10.61%	1.52%
Overall rating on a 4 point scale: 3.26						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.83	Uses digital tools/technology to gather, evaluate, and/or use information for learning	18.18%	4.55%	19.70%	57.58%
2.	1.67	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	15.15%	6.06%	9.09%	69.70%
3.	1.82	Uses digital tools/technology to communicate and work collaboratively for learning	18.18%	9.09%	9.09%	63.64%
Overall rating on a 4 point scale: 1.77						

Findings

Opportunity For Improvement

Develop, implement and document a plan that coordinates support services to meet the needs of a diversifying student population
 (Indicator 3.12)

Primary Indicator

Indicator 3.12

Evidence and Rationale

Central office supervisors and building principals need to gather information that supports the development of a plan to pair student needs with the appropriate services. Interviews revealed an absence of a written referral process and needs assessments at every level. However, observations indicated that schools are striving to meet the needs of their students through informal means. Due to the declining economy that has been supported by coal and changes to the traditional family unit, new and unique needs have arisen. TCPS has a devoted and concerned staff who strive to meet the needs of all their students; a formal framework to address a variety of needs was a consistent message during the review.

The school system would benefit by having a written plan that addresses all related learning support services to all students.

Powerful Practice

Tazewell County Public Schools achieve notable student performance by maintaining clearly defined assessment systems while collecting and analyzing data to drive strong and effective instruction.

(Indicator 5.1, Indicator 5.2, SF2. Stakeholder Feedback Results and Analysis, SP1. Assessment Quality ,

SP2. Test Administration)

Primary Indicator

Indicator 5.1

Evidence and Rationale

A focused commitment to the analysis of meaningful data is utilized by the Tazewell County Public School System to adjust instruction. The research-based MAPs benchmark assessment allows for instructors to follow the progress of students throughout the school year while making adjustments to instruction. The Comprehensive Instructional Program (CIP) provides instructors with local assessments designed by the Division's most highly effective teachers and serves as a second tool for aligning instruction.

The use and analysis of these multiple assessments have proven to be effective in preparing students for the annual Standards of Learning (SOL) and resulting in the Division's strong and solid performance in the area of student achievement.

Powerful Practice

Tazewell County Public Schools has created meaningful structures and relationships that provide every child a caring advocate.

(Indicator 3.9)

Primary Indicator

Indicator 3.9

Evidence and Rationale

Through interviews with multiple stakeholders, team members were able to document a caring, supportive environment focused on the needs of children in all schools. Through observation of interactions between staff and students, it is evident that there is a climate of concern and support that exists within the school system. Due to changes in the socio economics and demographics in the community, the schools have willingly taken on a more supportive role in each child's life.

Research indicates that students with personal advocates at school have a greater chance of achieving on time graduation.

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.	4.00	2.68
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.	2.00	2.68
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	2.90
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.	4.00	2.65

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	2.97
2.2	The governing body operates responsibly and functions effectively.	2.00	2.96
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.	2.00	3.17
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.00	3.03
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	3.00	2.74

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.	4.00	2.70

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	3.42
Stakeholder Feedback Results and Analysis	2.00	3.03

Findings

Improvement Priority

Develop, in cooperation with the Board of Education, a written protocol that promotes a supportive governance structure, provides autonomy to the educational leadership professionals and communicates with all stakeholders the “legislated” roles and responsibilities of all board members.

(Indicator 2.2, Indicator 2.3)

Primary Indicator

Indicator 2.2

Evidence and Rationale

Based upon the Division’s self-assessment which included responses from Board of Education members, evidence provided supports the conclusion that there is some confusion in Tazewell Public Schools as it relates to responsibilities that should be performed by the school system’s leadership and those that should be performed by board members. In interviews and observations, constituents shared that Board Members were very supportive but tended to become involved in issues that should be addressed by district staff. They also shared that autonomy for employees to perform their job responsibilities was difficult to understand and that

some clarity was needed in the area of job responsibilities.

A clearly defined protocol for responsibilities will maximize all positive efforts of Board of Education Members and district leadership.

Opportunity For Improvement

Develop a system to ensure that each school has a consistent and comprehensive process to align school level statements of purpose with the vision of the division.

(Indicator 1.2)

Primary Indicator

Indicator 1.2

Evidence and Rationale

Although Tazewell County Public Schools have successfully saturated their community with their vision which has enhanced the overall improvement process, individual schools have inconsistencies in their purpose statements and school improvement plans. While every school has a plan, some schools' plans are more thorough than others which could lead to inequitable opportunities for students. The Division's school improvement plan template and Indistar's process are both excellent exemplars of improvement plans, but consistency between school plans could lead to enhanced collaboration and focus.

Powerful Practice

Tazewell County Public Schools embodies a shared vision that permeates the entire school division and leads to an effective continuous improvement process.

(Indicator 1.1, Indicator 1.4)

Primary Indicator

Indicator 1.1

Evidence and Rationale

The vision that the Division's curriculum will be Rigorous and Relevant while focusing on building and maintaining Relationships is posted and visible in every office, classroom, and hallway. During interviews teachers, staff, students, and community members made reference to the 3 R's. Communications throughout the division reference Tazewell County Public Schools' vision statement in the form of emails, websites and letterheads.

This saturation has enabled the school division to not only adopt their vision, but to personify it.

Powerful Practice

Tazewell County Public Schools' division leaders have created a culture and expectation of professional practice that results in student success.

(Indicator 2.6)

Primary Indicator

Indicator 2.6

Evidence and Rationale

Evidence provided by Tazewell Public Schools clearly supported the fact that the supervision and evaluation system required by the State of Virginia is focused on improving professional practice and continuing efforts to improve student success. In several interview sessions, teachers shared that the process is utilized by administrators to determine instructional strengths and weaknesses as well as a baseline for providing necessary professional development. Educators also shared that feedback and conversation about teaching and data usage was critical to continuously improving classroom instruction.

Feedback is essential to continuously improving classroom instruction to positively impact student performance.

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.	2.67	2.87
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.	2.00	2.87
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.17	3.06
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.00	2.76

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	2.73
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.17	2.72
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	2.58
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	2.60

Findings

Improvement Priority

Design and implement a long-range facilities plan for allocating facility resources to achieve the division’s vision and mission, meet the changing needs of the community, and accommodate a fluctuation in student enrollment.

(Indicator 4.2, Indicator 4.4)

Primary Indicator

Indicator 4.4

Evidence and Rationale

In interviews, various stakeholders reported that the division did not have a long-range facility plan. According to documents provided by the division, student enrollment continues to decline which leads to a loss of revenue. Stakeholder interviews and financial reports indicated that the division has faced increased costs due to repairs of existing buildings.

Research indicates that an effective long-range comprehensive facilities plan results in district-wide educational improvements, building upgrades, and increased financial stability.

Opportunity For Improvement

Explore the option of allowing students and staff to use their own personal mobile devices on the division’s wireless network.

(Indicator 4.6)

Primary Indicator

Indicator 4.6

Evidence and Rationale

Technology-related documents provided by the division indicated that the division does not have enough wireless devices to accommodate student needs. An interview with division staff revealed that a significant portion of the technology budget is used to purchase equipment required for state mandated testing. Financial records indicated that the district has allocated financial resources to improve the quality of the division's network.

Research indicates that students tend to have updated devices, already know how to operate their devices and are more likely to take care of their own personal items.

When teachers and students bring their own devices, a culture of collaboration is created.

Conclusion

In general, several themes related to student success and organizational effectiveness emerged during the review. In terms of teaching and learning, data-focused, a high degree of student achievement and a very caring approach to instruction were well supported by all examples of evidence. As it relates to leadership capacity, themes related to strong district leadership and a clear and articulated focus on rigor, relevance and relationship also emerged. Finally, resource utilization themes related to the district's ability to do a lot with a little as well as a strong need to address aging facilities.

It is evident that Tazewell County Public Schools (TCPS) has placed tremendous emphasis on developing a common vision, mission, and belief statement for the Division. As a result of the prominence placed on these guiding statements, there is a recognizable trend in all schools in the Division to ensure that students are challenged (rigor), learning is applicable (relevance), and students have advocates (relationships). Of course, safety and student achievement are paramount in the mission statement and in the daily work of the schools. Furthermore, the beliefs that all students can learn, that parent/community involvement are critical for success, and the philosophy that learning in K-12 public schools cannot be fully summarized by the results of a multiple choice test, make Tazewell County a successful and special school system. While the Division has embedded their vision into the culture of the schools, a more consistent approach toward developing school level visions for improvement will be one way to propel the Division to a new level of success. Tazewell County Public Schools is a great example of Excellence in Education.

A key strength for Tazewell County Public Schools can be found in its leadership team and their relentless focus on empowering all students for future success through a culture based upon rigor, relevance and relationships. Tazewell's administrative leadership team provides support for all schools through years of experience and investment in the division. In their quest for continued outstanding student performance and preservation of the school division, the leadership throughout the district clearly articulates the necessity of planning for the future to address challenges that currently impact the Tazewell County Public Schools. The governing body, several of whom are former educators, are best described by constituents as concerned and involved; however, it was echoed on several occasions that the elected officials must give school system employees the autonomy to perform assigned responsibilities and must remain clearly focused on the long-range needs of the school system as a whole. Leadership throughout TCPS has worked to create and protect a culture that is in keeping with the system's vision of Excellence in Education.

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses as demonstrated by their success on the Virginia Standards of Learning assessments. The use of curriculum improvement programs such as the Curriculum Improvement Program (CIP) are implemented to align the curriculum, meet standards and ensure student growth. The collection of data from multiple sources provides evidence of growth, remediation needs and determines professional development for the system. Technology must be constantly updated to improve instructional delivery and assessment. The schools implement structures to allow the building of strong relationships over time with their students in order to meet the needs of those individuals. For further growth, TCPS could develop, implement and document a plan that coordinates support services to meet the needs of a diversifying student population. With the strong culture of support for student success and a positive look towards the future stakeholders reported a renewed sense of pride in the school community.

Tazewell County Public Schools searches for all possible assets from local, state, and federal sources in order to provide services to all schools so that the purpose and direction for the division continues to ensure success for all students. Abundant local resources willingly supply needed items that are not covered in the division's budget. Student schedules are designed to maximize earnings while serving students in programs designed to increase academic success. Although funding cuts have prevented raising salaries, personnel policies allow Tazewell County Public Schools to recruit, hire, and retain highly qualified staff. The district has utilized technology to expand their communication with stakeholders. Improving technology is a priority of the division as can be seen in the increased bandwidth; however, the stability of the infrastructure continues to be a concern. School staffs are to be commended for the remarkable job they do to keep the building clean. As the district continues to face changes in student enrollment and increasing costs of repairing aging buildings, designing and implementing a long-range facilities plan is recommended. Rigor, Relevance and Relationships is the vision of the division. The entire community takes pride in their schools and the schools are seen as the focal point of the community. Building and sustaining relationships with all stakeholders, especially students, is perhaps the greatest resource of Tazewell County Public Schools.

The strength of the Tazewell County Public School System is evidenced by its ability to generate a range of data about student learning and school effectiveness and to use the results to guide continuous improvement. The Division focuses on the utilization and maintenance of clearly defined multiple assessment measures by school personnel. The Division's "tri-assessment system" consists of the state-wide (Standards of Learning) assessment, the researched-based benchmark assessment (MAPs), and the locally developed system of assessments (Comprehensive Instructional Program). Each assessment produces both a quantity and quality of data for the vertical and horizontal alignment of standards, instruction and student achievement. The Division's commitment to continuous improvement is also evidenced by the training of school personnel in data analysis and data interpretation. The placement of a dedicated data specialist, whose role is to maintain a consistent process that measures reliable and bias-free student achievement data for all classrooms, courses, and educational programs and to provide trend data, long-range analysis, a picture of student learning and teacher instruction, has served to promote a culture of data-driven decision making. The high student achievement rates for Tazewell County Public Schools is indicative of meaningful communication, feedback and support between the Division leadership and schools.

As the Tazewell Public Schools prepares to address the concerns related to aging facilities and the need to clearly delineate Board of Education responsibilities as well as those responsibilities that should be addressed by district staff, it will be essential to the continuous improvement process to ensure that these actions are linked to achievement for every student.

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:

- Design and implement a long-range facilities plan for allocating facility resources to achieve the division's vision and mission, meet the changing needs of the community, and accommodate a fluctuation in student enrollment.

- Develop, in cooperation with the Board of Education, a written protocol that promotes a supportive governance structure, provides autonomy to the educational leadership professionals and communicates with all stakeholders the “legislated” roles and responsibilities of all board members.

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	295.53	278.94
Teaching and Learning Impact	305.56	268.48
Leadership Capacity	300.00	293.71
Resource Utilization	262.50	286.27

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
Abbs Valley-Boissevain Elementary School	285.71	254.55	257.14	271.79
Cedar Bluff Elementary School	280.95	245.45	285.71	271.79
Dudley Primary	314.29	309.09	300.00	310.26
Graham High School	314.29	318.18	342.86	320.51
Graham Intermediate School	247.62	272.73	257.14	256.41
Graham Middle School	309.52	318.18	285.71	307.69
North Tazewell Elementary School	285.71	290.91	228.57	276.92
Raven Elementary School	285.71	290.91	271.43	284.62
Richlands Elementary School	323.81	327.27	285.71	317.95
Richlands High School	357.14	318.18	271.43	330.77
Richlands Middle School	280.95	300.00	300.00	289.74
Springville Elementary School	290.48	300.00	271.43	289.74
Tazewell Elementary School	300.00	300.00	271.43	294.87
Tazewell High School	280.95	272.73	257.14	274.36
Tazewell Middle School	257.14	245.45	228.57	248.72

Team Roster

Member	Brief Biography
Dr. Lesley F. Eason	<p>Dr. Lesley Eason has worked in public education for 25 years as a high school English teacher, assistant principal, principal and as the Associate Superintendent for Instructional Services and Continuous Improvement in the Onslow County School System. She has completed a BS in English and History Education as well as a master's in school administration and a Doctoral degree in educational leadership. Dr. Eason has served as the NC AdvancED chairperson for 3 years, has served on the NC State Council for AdvancED, and currently serves as a system and school lead evaluator. Dr. Eason is also the NC representative on the AdvancED National Commission.</p>
Dr. Lisa E. Stone	<p>Lisa Stone is currently the Associate Director for the AdvancED Kentucky Operations Office. Lisa has served as an elementary and middle school teacher, elementary principal, Director of Student Achievement and Elementary School Director for Fayette County Public Schools in Lexington, Kentucky, Education Leader for the Kentucky Association of School Councils, and Director of School Improvement for Montgomery County Schools in Kentucky.</p>
Mrs. Sandra Cole	<p>Sandra Cole is retired after 47 years in public education. She was a teacher, high school assistant principal, elementary, middle and high school principal. She served as the Secondary Supervisor, School Nutrition Supervisor and Secondary Gifted Education Supervisor in Buchanan County. She served on: the State of Virginia Association of Elementary School Principals as the representative for Southwest VA, Chairman of the four county Tech Prep Consortium at Southwest VA. Community College, State of VA DOE Health Education Committee, National Convention for Career and Technical Education presenter for two years and served on numerous SACS/AdvancEd teams and has chaired 3 visits. Sandra has been and continues to be an adjunct faculty member for SWCC. At this time she is a member of a local advisory team studying the effects of drinking carbonated beverages in tooth decay and serves as the Southwest VA representative on the Virginia Advisory Committee for the Education of the Gifted.</p>

Member	Brief Biography
<p>Dr. RaNae Fendley</p>	<p>RaNae Lee McNeill Fendley</p> <p>EDUCATION:</p> <p>Ed.D.2015Georgia State University Educational Policy Studies</p> <p>Ed.S.2009Georgia State University Educational Leadership</p> <p>M.A.1991University of Redlands School Counseling</p> <p>B.S.1984Wayne State College Counseling</p> <p>PROFESSIONAL EXPERIENCE:</p> <p>01/2015-present Executive Director of Student Support Services Jasper County School System, Monticello, GA</p> <p>1993-01/2015Director of Student Services Newton County School System, Covington, GA</p> <p>1992-1993Investigator Newton County Department of Family & Children Services, Covington, GA</p> <p>1987-1992Investigator Riverside County Department of Public Social Services, Riverside, CA</p> <p>PRESENTATIONS AND PUBLICATIONS:</p> <p>Fendley, R. (2013, April). Attendance Protocol. Session presented for the Principals Center Symposium, Georgia State University, Atlanta, Georgia.</p> <p>Fendley, R. (2014, April). Factors Impacting Achievement. Session presented for the Principals Center Symposium, Georgia State University, Atlanta, Georgia.</p> <p>PROFESSIONAL SOCIETIES AND ORGANIZATIONS</p> <p>2014 Professional Association of Georgia Educators 2014 Delta Epsilon Iota</p>

Member	Brief Biography
<p>Ms. Sharon Patrick</p>	<p>Sharon Patrick graduated from Auburn University in 1980 with a degree in Business Administration and a major in Accounting. She worked in public accounting for several years then continued her education leading to certification in business education and instructional technology. She taught high school 13 years and served as a district instructional technology specialist for 2 years. After receiving a Master of Education in Education Leadership she served as an elementary administrative intern for 1 year, a middle school assistant principal for 6 years and a middle school principal for 2 years. She is currently Director of Continuous Improvement in Santa Rosa County, Florida. Her current position focuses on school improvement, MTSS, and problem-solving in the areas of student achievement, attendance and behaviors.</p> <p>In 1996 she was selected as Teacher of the Year and in 2012 selected as both Santa Rosa Middle School and District Assistant Principal of the Year.</p> <p>Over the course of her educational career she has served on the following committees: District PEARS Evaluation Committee; District Professional Development Council, Chairperson 2014-15; District RtI/MTSS Secondary Committee; District Hiring Committee; Facilitator for one of three District middle school PLCs; District Teacher/Administrator Evaluation Committee; District Negotiations Committee; District Middle Grades Life Skills Training Coordinator.</p>
<p>Mr. Jon Patterson</p>	<p>Mr. Jon “JP” Patterson, Assistant Principal Mr. Patterson is in his 18th year in education. He earned his Bachelor of Arts Degree from Longwood College and his Master's in Administration and Supervision from Virginia Commonwealth University. He began his teaching career at Atlee High School in Mechanicsville, VA where he taught Social Studies for eight years while also coaching football. Mr. Patterson then joined Spotsylvania County in 2007 where he served as an Administrative Intern for one year at Chancellor High. Mr. Patterson joined the administrative team at Spotsylvania High in 2008 where he served for 8 years as Assistant Principal. Mr. Patterson currently works at Patrick Henry High School in Ashland, VA as Assistant Principal and supervises the Fine Arts, Social Studies and P.E. departments.</p> <p>Mr. Patterson resides in the Mechanicsville area with his wife and two children</p>
<p>Dr. Keith Perrigan</p>	<p>Keith has served in public education for 20 years. He taught students with Emotional Disabilities (6 years), served as a high school administrator (13 years), and is currently in his first year as a division superintendent. Keith earned his Bachelor's Degree from University of Virginia's College at Wise, his Master's Degree from Radford University, and his Doctorate from Virginia Tech. He has served on various SACS/AdvancEd teams, both at the division and school level. Keith has served on several state committees, a Gubernatorial Task Force and served as President of the Virginia Association of Secondary School Principals.</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.

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