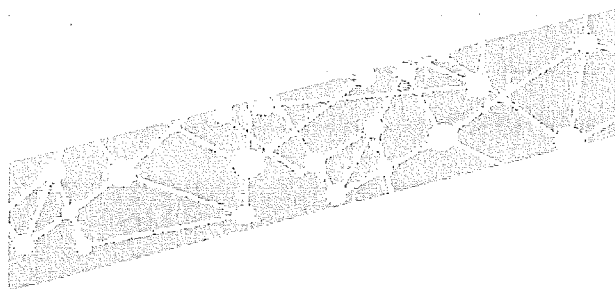

March 5-7, 2019



**AdvancedED®
Engagement
Review Report**



AdvancedED® Performance Accreditation

» Results for:

Webster County Elementary/Middle/High School

7307 Washington Street

Preston, Georgia 31824

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Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

AdvancED Standards Diagnostic Results

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

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

Leadership Capacity Domain

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

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

Learning Capacity Domain

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

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

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Emerging
2.9	The institution implements processes to identify and address the specialized needs of learners.	Emerging
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Emerging
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Emerging
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Meets Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Meets Expectations

Effective Learning Environments Observation Tool® (eleot®)

Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students’ engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution’s learning environments.

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	26	
Environments	Rating	AIN
Equitable Learning Environment	2.78	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.23	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.38	3.74
Learners are treated in a fair, clear and consistent manner	3.42	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.08	2.06
High Expectations Environment	2.41	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.38	3.17
Learners engage in activities and learning that are challenging but attainable	2.69	3.14
Learners demonstrate and/or are able to describe high quality work	2.12	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.50	3.06
Learners take responsibility for and are self-directed in their learning	2.35	2.89
Supportive Learning Environment	2.96	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.58	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	26	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	2.92	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	2.92	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.42	3.66
Active Learning Environment	2.55	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.58	3.34
Learners make connections from content to real-life experiences	2.08	2.80
Learners are actively engaged in the learning activities	3.08	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.46	2.74
Progress Monitoring and Feedback Environment	2.09	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.58	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.54	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.88	3.37
Learners understand and/or are able to explain how their work is assessed	1.35	2.63
Well-Managed Learning Environment	3.34	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.50	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.46	3.83
Learners transition smoothly and efficiently from one activity to another	3.08	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.31	3.54
Digital Learning Environment	1.15	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.15	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.12	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.19	1.46

Assurances

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

Assurances			
Met	X	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED

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

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

Initiate

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

Improve

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

Impact

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

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the

Initiate phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

IB Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards: 1.8, 1.10 Standards: 2.2, 2.12 Standards: 3.1, 3.2, 3.3
Improve Opportunities for Improvement	Standard: 1.9 Standards: 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 Standards: 3.4, 3.5, 3.6
Impact Effective Practices	Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 Standards: 2.1, 2.4, 2.5 Standards: 3.7, 3.8

Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	268.50	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution’s continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team’s analysis of the

practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes from the review conducted at Webster County Elementary/Middle/High School that support the continuous improvement journey for the school/district. The past journey and plans for the future revealed strengths and opportunities to sustain and guide their continuous progress journey over the next five years.

Capitalizing on the strengths of a strong, committed leadership team, including an experienced principal/superintendent, the leadership team exceeds expectations and has implemented policies, practices, and programs that will impact student and teacher success. School leaders have established routines for lesson reviews, data collection, and weekly discussions of progress. Faculty has extensive opportunities to engage in leadership roles and make decisions about instruction. Board members stated that they have full confidence in the principal/superintendent who has created an academic climate focused on teaching and provides support as needed while realigning resources to meet student needs. School board members praised the work of the principal/superintendent in correcting previous practices and establishing a professional and effective learning and work environment. This perception is confirmed by team observations of students working on teacher-directed assignments with no disruptions. In addition, board members collectively stated that when contacted by a parent, they routinely referred parents and community members to the principal/superintendent. One board member showed the team a business card stating the process all board members use to handle questions about operations. Parents confirmed that expectations for learning and behavior are clearly explained and consistently monitored by the school leaders. Parent interviews revealed communication through Remind, a text-messaging app about the after-school study program. The school website was noted as another source of information. Activities sponsored and attended by parents include curriculum nights, open house, and basketball games. Parents expressed a desire for more opportunities that would draw the community together around the school. Creating opportunities to increase parent and community involvement in policies, practices, and programs will impact student and teacher success and strengthen the school improvement journey.

The high level of internal commitment to the mission and investment in students' futures lays a strong foundation for increasing the opportunities for teachers, students, parents, and external stakeholders to have a larger voice in the school system. All internal stakeholders hear the mission statement daily and see it displayed in the halls. The School Quality Factors and interviews with school leaders, board members, and teachers indicate that the school is concerned about the level of parent engagement, particularly in academic programs. Parents and board members also expressed concern for a lack of parent involvement and attributed it to "apathy." Although climate ratings from the College and Career Ready Performance Index (CCPRI) show high levels of satisfaction with the school, focus interviews with students in grades 9–12 uncovered student interest in having a voice in setting school rules that are more aligned with their age group. The power of student voice is evident in the school's commitment to creating a high school atmosphere for the upper level students and offering as many activities as resources allow to encourage student social and emotional growth while increasing student preparation for life beyond the school system. Evidence of the school's commitment to supporting students beyond high school is the use of time and money to transport students to testing sites for Scholastic Aptitude Test and American College Testing assessments. The assistant principal for curriculum and high school programs confirmed that resources are allocated to build a higher awareness of these opportunities and available support. Surveying internal

stakeholders beyond the state CCPRI climate survey and including external stakeholders from the government, community, and business sectors on a regular basis may offer the school resources and opportunities to increase ongoing involvement and engagement from external stakeholder groups. The use of AdvancED surveys would open the door to greater engagement and ownership in the school and uncover the root causes of limited parental involvement.

While data are collected and reviewed, there is no evidence that data are analyzed for impacting student learning. School personnel are actively engaged in the school's goal: "Teachers/staff will work with their teams to collect, analyze, and discuss data, to identify root causes, and to brainstorm and plan instructional strategies for targeted areas for improvement to ensure our SIP [school improvement plan] is aligned with our goals for improvement." Lead teachers representing all levels within the school meet routinely to collect and review data. Interviews with school leaders and teachers confirmed that, as required in the SIP, time is set aside to examine performance data and to plan and implement instruction that meets students' needs. Data notebooks maintained by teachers are updated and transferred to teachers on the next grade level to maintain consistent information regarding student performance. The team reviewed a data notebook and wall charts reporting student scores and percentages in the teacher work room and assistant principal's office and documentation that each teacher maintains on each student. School leaders also used data to modify the daily schedule of classes and added a study skills class to address areas in mathematics and literacy in which student performance does not meet standards. Other examples of using data to drive instruction could be seen in the use of dual enrollment to increase student access to higher levels of curriculum and college credit and in efforts to enhance student opportunities in the work-study programs with community and business leaders through school internship programs. Data analysis centering on the fidelity of implementation or to determine the impact of interventions on student performance would identify areas of success in practices that improve student learning. The continuous improvement journey can be enhanced by developing and implementing a plan to analyze and use data for decision-making regarding processes, programs, and procedures to determine the impact of interventions on student performance.

Quality teaching and learning are fostered throughout the school. All teachers are highly qualified and teaching within their areas of certification. Pacing guides and curriculum maps are used to align curriculum with standards and guide vertical and horizontal articulation from level to level. Lesson plans are reviewed by the school principal for alignment with Georgia Standards of Excellence. Resources are readily available to support instruction. Interviews with school leaders revealed that walk-throughs occur regularly, but data were not available. The team noted that some classrooms featured standards-based bulletin boards with student work. In some cases, rubrics were used to evaluate student work and provide nominal feedback. Students discussed projects (short-term and long-term) graded by rubrics. Due to scheduled quarterly testing, team members saw little introduction of new concepts; the loss of internet services due to residual severe weather forced teachers to revamp lessons for the day. The eleot observations reflect this loss of internet as an instructional resource and highlight the lack of instructional rigor observed by the team. The SIP identifies differentiation as an area of need and a topic for professional learning. While teachers stated that they collect data on learning and use the data to differentiate instruction, very little differentiation was seen by the team. The team saw students working on worksheets focused on Level I Depth of Knowledge. There was little evidence of grouping for instruction in classrooms beyond one classroom observation in which the teacher used data (assessment results) to regroup and improve learning. Direct instruction dominated the day. One classroom observation noted that students in a self-contained class were all doing the same assignment regardless of grade level or age. Team members observed study skills classes that a variety of teachers delivered, but targeted interventions were not visible. The learning needs of gifted students are addressed through the Georgia Virtual School's standard-based curriculum. Technology resources abound. Every grade level has a computer lab that supports instruction through partnerships with South Georgia

Tech for dual enrollment. Furthermore, university personnel provide on-site instruction for high school pathways. These alliances are excellent ways to leverage resources and build capacity for students to meet CCPRI standards. Continued efforts to expand these high impact practices and build capacity will enhance student options for academic and career options. An expanded focus to address the learning needs of all students with emphasis on students with disabilities is critical. Although the findings categorize instruction on the initiate and improve levels, the strong leadership throughout the school, teacher dedication and credentials, and the pervasive commitment to student success can help the school achieve sustainable practices that impact student learning.

As indicated in interviews with school leaders and teachers, the school does not have a structured, targeted professional learning plan that is directly linked to student performance on local, state, and national assessments and the SIP. No evidence was presented to demonstrate a concerted emphasis on professional learnings tied to school goals and student success. When asked to talk about professional learning, teachers in focus interviews mentioned book studies and workshops available at the Regional Education Service Agency as opportunities. Some teachers touched on the personal goals outlined in the Teacher Keys Effectiveness System evaluation system. Although teachers have an extra week of pre-planning that is dedicated to professional learning, no timeline for implementation or assessment of professional learning was available. Induction and mentoring of teachers is not formalized or assessed. The number of interventions listed in the SIP are meant to be systematically implemented and assessed; several interventions are in place and others are minimally implemented. Equipping teachers with tools to successfully differentiate instruction and increase rigor through systemic, focused, job-embedded professional practice is crucial to align the instructional program with student needs. Interval assessment of the level of implementation of differentiation and analysis of data to determine impact on student learning will maximize professional learning.

Webster Elementary/Middle/High School's journey toward continuous improvement is well on its way. The school has identified its path. Increased involvement and feedback from all stakeholder groups, analysis of data to strengthen student performance, and a formal professional development plan to strengthen best practices and instruction are on the map. Strong, competent leadership combined with dedicated teachers focused on student learning will reposition teachers and students for success.

Next Steps

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

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

Team Roster

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

Team Member Name	Brief Biography
<p>Dr. Joanne Lee, Lead Evaluator</p>	<p>Dr. Joanne Lee is a part-time assistant professor in educational leadership and in secondary and middle grades education at Kennesaw State University. Her experience includes service on the middle, high, and state levels. She has been a teacher, administrator, and state coordinator in addition to working as a leadership performance coach. As a magnet school coordinator for the Academy of Research and Medical Sciences, she focused on the integration of medical and research strands into the curriculum and aligned professional learning with school improvement initiatives. As the state coordinator for middle grades education, Dr. Lee focused on curriculum and instruction and spearheaded the conversion from operational to instructional leadership. Dr. Lee has served as a leadership coach with Harvard University’s Executive Leadership for Educational Leaders project and for America’s Choice school reform model. She has worked with principals in underperforming schools to improve student achievement. Dr. Lee holds a Doctor of Education degree in educational leadership with a focus on curriculum and instruction from the University of Alabama, a Specialist of Education in administration and supervision, a Master of Science in teaching of English, and a Bachelor of Arts in English. She has served on several AdvancED Engagement Reviews.</p>
<p>Reagen Beamon</p>	<p>Reagen Beamon is the assistant principal at Pataula Charter Academy, a public charter school of choice. Mrs. Beamon graduated from Auburn University with a Bachelor of Science degree in family and child development. She earned a Master of Education degree in school counseling from Columbus State University and a Specialist of Education degree in leadership from Albany State University. She began her career in education with the 4-H and youth development program as a county extension agent with the University of Georgia Youth Development Program. Mrs. Beamon also served as a school counselor at both the elementary and high school levels within the Lee County School System in Georgia. She has served on numerous boards, committees, and advisories to help ensure that students are successful both academically and personally. She is on the AdvancED Leadership Team for Pataula Charter Academy.</p>

Team Member Name	Brief Biography
Dr. David Corey	<p>David Corey is a retired educator who is a member of the New England Association of Schools and Colleges and AdvancED. He has 35 years of experience in education including serving as a teacher, principal, superintendent of several school districts, including superintendent of Catholic Schools in the United States Virgin Islands; director of corporate education at Saint Michael's College in Vermont; and adjunct professor at Johnson State College and Castleton State College in Vermont and the University of the Virgin Islands in St. Croix. He earned degrees from Plymouth State University and processed doctoral work at Nova Southeast University in Florida. He has served on many district, public, and private review teams in New England, Central, and Southeast states.</p>
Wendy Powell	<p>Wendy Powell is a social studies teacher and department chair at Appling County High School in Baxley, Georgia. Over the last 21 years, she has taught world history, U.S. history, Advanced Placement U.S. history, sociology, government, and economics. She has a Bachelor of Science degree in secondary education and a Master of Science and Specialist of Education degrees in curriculum, instruction and technology. Ms. Powell has served on the AdvancED Georgia Council for two years and has experience serving on an AdvancED Engagement Review Team.</p>

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About AdvancED

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

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