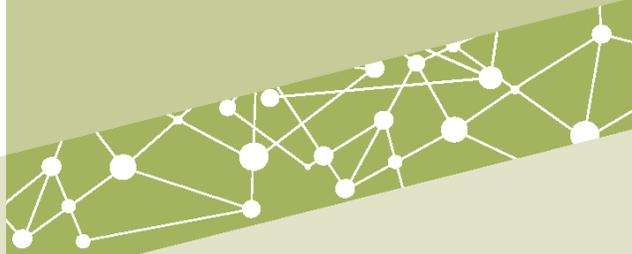


February 24 – March 8, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Americas Southeast (DoDEA)
Fort Benning, Georgia 31905 (DSO)

Table of Contents

Introduction	3
AdvancED Performance Accreditation and the Engagement Review	3
AdvancED Standards Diagnostic Results	3
Leadership Capacity Domain.....	3
Learning Capacity Domain	4
Resource Capacity Domain	5
Effective Learning Environments Observation Tool® (eleot®) Results	6
Focused Conversations	8
Assurances	8
AdvancED Continuous Improvement System.....	9
Initiate	9
Improve.....	9
Impact.....	9
Findings.....	10
Accreditation Status and Index of Education Quality® (IEQ®).....	10
Insights from the Review	11
Next Steps	19
Team Roster	20
References and Readings.....	28

Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

AdvancED Standards Diagnostic Results

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

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

Leadership Capacity Domain

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

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

Learning Capacity Domain

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

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

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

Resource Capacity Domain

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

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

Effective Learning Environments Observation Tool® (eleot®)

Results

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

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

eleot® Observations		
Total Number of eleot® Observations	700	
Environments	Rating	AIN
Equitable Learning Environment	3.02	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.65	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.43	3.74
Learners are treated in a fair, clear and consistent manner	3.54	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	2.45	2.06
High Expectations Environment	2.98	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.09	3.17
Learners engage in activities and learning that are challenging but attainable	3.21	3.14
Learners demonstrate and/or are able to describe high quality work	2.64	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)	2.98	3.06
Learners take responsibility for and are self-directed in their learning	2.95	2.89
Supportive Learning Environment	3.37	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.30	3.66

eleot® Observations		
Total Number of eleot® Observations	700	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	3.29	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.42	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.45	3.66
Active Learning Environment	2.96	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.98	3.34
Learners make connections from content to real-life experiences	2.79	2.80
Learners are actively engaged in the learning activities	3.37	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.69	2.74
Progress Monitoring and Feedback Environment	2.78	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.59	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.19	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.11	3.37
Learners understand and/or are able to explain how their work is assessed	2.23	2.63
Well-Managed Learning Environment	3.44	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.58	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.57	3.83
Learners transition smoothly and efficiently from one activity to another	3.26	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.36	3.54
Digital Learning Environment	1.66	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.90	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.64	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.43	1.46

Focused Conversations

Specific and targeted input from all stakeholders is a critical element of understanding the continuous improvement processes and place in the school system. The Engagement Review Team made a concerted effort to not only conduct observations in most, if not all, classrooms, but also made a concerted effort to engage the stakeholders in conversations around a specified set of themes in keeping with AdvancED Standards. During the course of this Engagement Review, team members and leaders conducted 1,721 such focused conversations as outlined below.

Focused Conversations	
Students	824
Administrators (school based)	90
Teachers	540
Support staff (school based)	141
Parents	75
System Leadership/System Instructional Support	40
Garrison Commanders	11
Total	1721

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.

13 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standard: 1.8 Standard: 2.10
Improve Opportunities for Improvement	Standard: 1.9 Standards: 2.2, 2.4, 2.8
Impact Effective Practices	Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, 1.11 Standards: 2.1, 2.3, 2.5, 2.6, 2.7, 2.9, 2.11, 2.12 Standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

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

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

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

Institution IEQ	355.48	AIN 5 Year IEQ Range	278.34 – 283.33
------------------------	---------------	-----------------------------	------------------------

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 eight themes from the review that correlate to the continuous improvement process for enhancing the goals for the system. These themes present strengths and opportunities to guide the improvement journey. These themes are offered within the context of a clear understanding on the part of the team of the school system's recent journey. The Americas Southeast school system did not exist as a school system three years ago, but actually as several school districts, each under the leadership of a superintendent. Since that time, the Department of Defense Education Activity (DoDEA) district has been restructured into one school system consisting of 25 schools located in four states across eight military commands under the leadership of one superintendent and three community superintendents. Additionally, this Engagement Review is the first for the school system in the systems accreditation model.

The system's leaders have instituted deliberate and intentional processes and procedures that ensure continuous improvement is clearly aligned and supported throughout the system and produces measurable results in improvement of student learning, professional practice, and organizational effectiveness. The Engagement Review Team conducted interviews across the entire district, in all schools, with groups of school leaders and with teachers and found that all constituents participate in aligned processes of continuous, focused improvement. From the grade and subject-area professional learning community (PLC) level, to the site level to the district level to the DoDEA level, the system deliberately and intentionally has identified organizational goals informed by analysis of student and organizational performance data, and each unit within the organization is working to address the DoDEA's stated goals. The team's review of documents found that the DoDEA goals are delineated and reported annually via the blueprint annual report document, which delineates progress toward the identified five goal areas for the organization, as Student Excellence, School Excellence, Talent Excellence, Organizational Excellence, and Outreach Excellence. The blueprint report also iterates the organization's vision, mission, and beliefs, along with identification of emergent issues, which in 2018 included the identified force multipliers of the initiation of the DoDEA Comprehensive Assessment System, Planning System, Integrated Service Platform, and Data Analysis Tools, as well as significant information technology reform. Interviews and review of documents at each school and at the district level identified clear alignment of district-level improvement planning and strategic initiatives to the DoDEA goals. Each of the district's SMART (Specific, Measurable, Attainable, Relevant and Timely) goals delineated their alignment to *DoDEA Blueprint for Continuous Improvement* and are written in measurable language, tied to metrics, benchmarks, and action plans with evidence that supported the selection of each SMART goal gathered from common metrics and input from schools. Each school improvement plan, in turn, identified its SMART goals' alignments with the district and the DoDEA blueprint goals, as well as with the evidence that led to

the choice of goals and the action plans to address improvement. The PLC teams at each site also create goals for their learners that align with the site goals, based on a common template that is collected at the site level and shared at the district level to inform professional development and curriculum supplementation as appropriate. The Engagement Review Team observed PLC meetings that identified student performance goals, addressed data that indicated needs for enrichment and intervention, and directly informed instruction that aligned with district strategies identified in the district improvement plan. In interviews with teachers, leaders, and with district-level support staff, Engagement Review Team members noted ease of the two-way flow of information that promotes collaboration and access to expertise at the building level and district level to address teacher and learner needs. The team also noted that the district's strategies are clearly identified, and training is provided and evaluated by those trained. Training is checked for fidelity in classroom implementation through walkthroughs and in PLCs, and feedback is obtained relative to the strategies' effectiveness through quarterly impact reports, which provide a valued platform for sharing effective practices as well as for accountability. In addition, strategies and programs are evaluated for effectiveness with levels of validity and reliability through common metrics implemented system-wide that have been deliberately aligned with the College- and Career-Ready Standards and with the system's current curricula. Support structures have been designed to provide training and development for faculty and leadership throughout the system, and no program is implemented without the funding procured and resources necessary for full implementation. The relatively new data analysis tools, including the Qlik software which has capacity to identify trends in early stages, will continue to help the schools to increase capacity to intervene in real time as the system moves forward. The team reviewed large scale assessment data provided and was impressed with the DoDEA results on the National Assessment of Educational Progress (NAEP) in math and reading for the 4th and 8th grades, as well as with the longitudinal data that clearly shows growth in the schools' walkthrough results overall. The team encourages the district to continue to track the progress of its schools as it continues with its assessment series and to monitor its strategies for effectiveness as it moves forward toward its vision of "Excellence in Education for Every Student, Every Day, Everywhere."

The system is well on its way to deeply embedding curricular processes and procedures to support 21st Century teaching and learning; however, opportunities exist to expand the rigor of learning activities and the scope of career planning. A team review of both the DoDEA *Blueprint for Continuous Improvement* and the *DoDEA Annual Report for Fiscal Year 2018* support a system commitment to the establishment of a learning culture built on high expectations for learning, quality programs and services, and state-of-the-art facilities. Embedded within the *DoDEA Blueprint for Continuous Improvement* are five goals, two of which focus on student excellence and school excellence. Through its review of documents, engagement with system leaders, teachers and stakeholders, and visits to system and school facilities, the team found the system is well on its way on a journey to 21st Century teaching. Team members visited all system schools, approximately half of which are designed to support open and flexible instruction and learning (21st Century school design). These schools have recently opened or will be opened within the next few years. While other system schools are referred to as "legacy" schools because of their traditional design, team members found instruction in all schools focused on student-centric, 21st Century pedagogy rather than traditional teacher-centric classrooms. At the forefront of the curricular and instructional practices are the DoDEA and system-adopted College- and Career Ready-Standards (CCRS). The superintendent presented an overview to team members of the system curricular adoption and implementation processes. In 2015-2016, DoDEA began the implementation process for the newly adopted College- and Career-Ready Standards (CCRS). A strategic curricular implementation plan aligned to the new standards was developed to ensure the careful alignment of standards to curriculum and instructional practices for all content areas and grade levels. The curricular implementation began with the release of the PK-5 math standards, and currently, the system is in its fourth year of curricular implementations. Included in the curricular roll-out are the areas of math, literacy, career and technical education (CTE), fine arts, world languages, science, and social studies. The curricular

implementations will be completed by the 2019-2020 school year. During interviews, teachers identified numerous professional development opportunities provided by the system in support of the new curricular materials. Among these are annual summer teacher summits and on-going collaborative building level meetings supported by teacher leaders, district support staff (ISS), and administrators. Administrators provided samples of the DoDEA Walkthrough Tool which provides frequent feedback and support for effective curricular implementation and best-practice instruction. Parents discussed frequent communications from classroom teachers to explain the new standards and expressed support for the quality and effectiveness of the math and literacy curricula. During school visits, team members visited classrooms characterized by easily identifiable learning targets, flexible grouping to allow students to move to instructional stations, and instructional teaming to support individualized student needs. Students are active and engaged in various learning structures which include stations, working with partners, and one-on-one support by teachers and para-professionals. While team members found that classroom learning cultures did promote some creativity, innovation, and problem solving, activities to ensure project-based and inquiry-based learning were not consistently implemented across the system. Project-based learning was most frequently observed with inquiry-based learning being evident only in some classrooms. Additionally, conversations with staff detailed monitoring processes in place to ensure effective implementation of curricular content as a whole but did not include monitoring of targeted activities to promote creativity, innovation, and problem solving. During interviews several school principals indicated increased rigor was a next step in instructional monitoring. A review of the DoDEA *Annual Report* indicated that data gathered from all DoDEA school walkthroughs in the spring of 2018, showing student use of learning activities to include digital/multimedia use, differentiation, comprehension of complex texts, responding to higher order questions, and developing evidence-supported conclusions, scored at 70% or less. Engagement review eleot data followed similar pattern for Americas Southeast. Students being able to describe high quality work, connections to real life, collaboration with peers to complete assignments, and use of technology to work collaboratively scored lower than other indicators. Additionally, student interviews at the secondary level (grades 7-12) indicated a general knowledge of the newly adopted Choices360 career program and the College- and Career-Ready Standards for Career and Technical Education (CCRS-CTE); however, few could identify specific career plans and individual learner goals for educational and career planning developed as a result of increased emphasis by teachers and counselors. Guidance counselor interviews indicated that Choices360 and the development of career clusters are currently being implemented but are in the early stages of implementation. By combining information learned following its review of adopted standards, curricula, instructional strategies, learning environments, and interviews, it is clear that the system has embedded curricular adoption and implementation processes to ensure best-practice instruction and preparation for student success at the next level. Continued emphasis on the collection and analysis of data and evidence to support creativity, innovation, collaborative problem-solving, and career planning will enable the system to sustain and embed growth and improvement over time in support of system goals and student achievement.

The intensive and deliberate review of the DoDEA system indicates that it has effectively harnessed the power of data to inform decisions from the top down. It is evident in the published blueprint goals established by the system and the annual report of progress toward meeting those goals that the use of data is pervasive. As the team travelled to each school in the system, it was reinforced that data served as the driving force for all decisions within the system. On visiting schools, the team observed data walls in hallways and in rooms. Charts were posted indicating the levels of students' performance. Focus collaboration groups were observed meeting to discuss student data to determine instructional strategies, flexible grouping, assessment priorities, and re-teaching needs, as well as reviewing student work. Teacher interviews overwhelmingly spoke of the use of data from a variety of sources. One teacher asked, "Do you breathe? Then you use data!" Teachers indicated that they built and scored assessments together as grade levels to determine next steps within a unit. They also used online

assessment to help triangulate data. Data was also used to determine where instruction may be weak, and students are falling below the norm. A variety of sources of data are used by each cluster of teachers to include Scholastic Reading Inventory (SRI), unit tests, Benchmark Assessment System (BAS), DoDEA-CAS (Comprehensive Assessment System), exit tickets, and Google Docs.

All focus collaboration groups used the Focused Collaboration Observation Tool (FCOT) to take minutes and report actions to the principal and/or area superintendent. ISSs closely monitor the actions of each subject area to determine where supports are needed for the teaching learning process. FCOTs and walk-through observations' data are used to determine the effectiveness of PLCs and to determine if the right staff development needs are reaching teachers. An example of the specific use of data was how teacher and climate surveys were used to support the extension of the meeting time for PLCs for more effective use of time. These surveys showed that teachers felt like there is never enough time, "so we did some team work changes: specialists helping teachers on Thursdays. Specific interventions cited by teachers developed as a result of data analysis include the following: common planning time, before and after school intervention programs, differentiated strategies such as reading blocks, and expanded professional development opportunities. Teachers said that they came up with a different schedule to help other teachers on Thursday afternoon – buddy teachers helping classroom teachers." "We are all aware of who the kids are and what their needs are even if they are not our students – they are all our kids."

It was very apparent during interviews that parents were aware of the use of data for decision-making. Student data is shared during Parent Night, through report cards, and via an electronic source. The team members were told of varying incidences where parents were told how data was used to support instructional decisions. One parent's child was placed in Read 180 but did not feel that it was a necessary placement. This parent shared that the teachers were able to present convincing data to support the decision. Since that time, the child has excelled in reading – "It turned out to be the best thing for him!"

As another indicator of embeddedness, students indicate what they knew about data. The students indicated the posted "I Can" goals in the classrooms; they referenced the process for supports within the classrooms. Upper level (middle school) students indicated that they knew how to access their scores and were able to speak about group placements within their classrooms. Students also get a growth report. Students are also setting goals for themselves at the beginning of the year, based on why they are here and where they want to go, academically and socially/emotionally.

While it is clear to the engagement team members that data processes are sustained and embedded in the culture and operations of the system, it is important for the system to ensure that all staff at the upper grades (high school) continue to be provided with on-going training in the effective use of data in support of student achievement.

Multiple systems are in place to support the needs of specialized learners within the system. Special education teachers are available to serve all grade levels and rotate among all teams. Read 180 specialists, speech therapists, autism ISS, and certified staff, psychologists, counselors, certified gifted instructors, and special education aids are all available to provide services to students. RTI (Response to Intervention) tiers are reviewed constantly to ensure that best services are provided to students. The team observed inclusion instruction for students with special needs. Students were so accustomed to flexible grouping that it was not apparent through observations or student interviews that there was any difference in the educational level of any student. In one school, the special needs students were included as ambassadors along with student council representatives.

Numerous parents expressed support and satisfaction with the services that were provided for their children with special needs. Many spoke of the reviews and updates provided regarding their child's progress. Individualized Education Plan (IEP) meetings are regularly conducted and the Cognitive Abilities Test (CogAT) results are sources for collecting student data to determine placement. One parent spoke of the 504 plan that was built specifically for her child and monitored regularly; then, modified according to the child's progress.

Special needs students and their needs are actively discussed during PLCs. Teachers addressed alternative instructional strategies and flexible grouping as methods to address the needs of the learner. When necessary, self-contained classes are provided for students and appropriate staffing, and ratios were evident through team observations. Each school has a certified gifted instructor to provide services to this identified population, to include special class time(s). When students demonstrate behavioral difficulties, a formal process is in place for observation and/or evaluation to determine services or placement.

Eleot observations provided strong evidence that most students engage in differentiated learning opportunities, are actively engaged in activities and learning that are challenging yet attainable, and are supported by the teacher, their peers, and other resources to understand content and accomplish tasks. An area needing support and more student exposure would be for students to develop empathy/respect/appreciation or differences in abilities aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions. Despite the transient nature of the population, there is a quality look at data; the ISS helps teachers plan and provides support for the quarterly impact report. Teachers said that, "Our data shows growth, and we have lots of things in place to show how our kids are doing and what we need to work on as far as instructional intervention is concerned." Teachers also expressed that student success has a new meaning because it is based on data.

The system frequently communicates student learning progress to appropriate stakeholders, including students; however, common grading practices at all levels may not be clearly aligned to the attainment of content knowledge and skills across all classrooms and programs. The team reviewed system assessment, grading, and reporting policies that are implemented and monitored for fidelity. In support of the adopted College- and-Career Ready Standards (CCRS) is a Comprehensive Assessment System (CAS). The DoDEA CAS includes all of the assessments that are administered system-wide within DoDEA. The CAS results inform system and school personnel, as well as parents and students, about how well students perform when measured against the CCRS. The CAS which is administered as mid- and end-of-year summative assessments, allows teachers to meet student needs by adjusting instruction in support of increased achievement. The team found these results are reported consistently throughout the system. Parents indicated that CAS results are discussed during parent-teacher conferences to ensure parent understanding. Grading and reporting processes for elementary K-5 grades are standards-based and consistent system-wide. Outside of the consistencies found in reporting of CAS results and standards-based grading for grades K-5, there is little uniformity in grading and reporting practices. A common grading scale is used system-wide; however, the team found little evidence of processes to monitor the implementation of common grading practices that represent attainment of content knowledge and skills across all secondary classrooms and programs. Teachers and administrators acknowledged in interviews that teachers were free to determine how letter grades were determined. Some schools and teachers averaged in zeros for work not completed, while others reported significant number of scoring opportunities for a content area, where others had fewer opportunities. While some content areas used both summative and formative assessments to determine student grades, others were only in the process of developing formative assessments. High school students acknowledged that while grades were not determined in the same way in all content areas, they did understand how the teachers determined and reported the grades. Staff interviews indicated that monitoring of the implementation of common grading practices across all classrooms was not achieved. The use of different grading

procedures makes it likely that achievement information shared with parents and students may not be aligned to the adopted CCRS and may not be reliable information to inform remediation and planning for the next level. With the implementation of consistent grading and reporting practices for all grade levels and content areas, the system will be able to gather longitudinal data and evidence of achievement of the CCRS over time, as well as data to determine the effectiveness of formative and summative assessments and communication processes. Consistency will be needed in order to deeply ingrain the processes used to reliably assess and communicate student learning progress.

During interviews at all 25 school sites, the Engagement Review Team heard from each stakeholder group about various standard operating procedures (SOPs) implemented throughout the district, as well as long range plans initiated for areas such as building construction (MILCON), fiscal year budgeting, and building-based staffing allocations to align resources with the needs of learners. Parents and teachers discussed the ample resources available for academic learning (e.g., special education programs, instructional systems specialists, Benchmark Advance, Full Option Science System™ (FOSS), technology, and online subscriptions), and resources to support the social and emotional needs of students (e.g., counseling, social work, and nursing services). All internal stakeholder groups discussed SOPs and expectations established for enrollment, development of individual educational plans, use of new instructional materials, processes for inventory control, maintaining safe school campuses, and budgeting for each year as standardized across the district and in most cases, across all of DoDEA. Internal stakeholders also identify training requirements to become familiar with these SOPs. Most support staff and administrators discussed collaboration necessary to carry out district-wide monitoring audits used to ensure quality control particularly for enrollment and effective management of individual education plans. They also report additional training of staff when quality control results warrant improvement of procedures. DoDEA's *Blueprint for Continuous Improvement* website provides evidence of regular tracking of data that demonstrate improvement to strategic efforts such as increases in building condition scores with the addition of twenty-first century schools, decreases in security clearance waiting times for new hires and a reduction in beginning-of-year teacher vacancies. DoDEA's Community Strategic Plan Closeout Report from the previous strategic plan coupled with the 2018 annual report highlighting results from one year of the new plan's implementation provide written evidence demonstrating sustained improvement for more than three years. It is apparent from interviews with all stakeholders and the evidence published by both the district and DoDEA headquarters, that the use of long-range plans and standard operating procedures to effectively manage resources is deeply ingrained and protected throughout the culture and in the daily operations of the system. The district is encouraged to continue to maintain the strong SOPs and extensive planning that have impacted the culture of collaboration and caring so very apparent throughout the system.

Collaboration is an embedded practice used by stakeholders to carry out the day-to-day work of improving the system. When discussing processes common throughout the district, the Engagement Review Team learned from teachers, district leaders, and building administrators that stakeholders engage in multiple collaboration opportunities throughout the year and consider it the standard way they do business at all levels of the organization. Parents report how their parent-teacher organizations collaborate with school staff to address school goals, and teachers verbalize how their collaboration with Partners In Education (PIE) assists with meeting the learning needs of students in their classrooms. Stakeholders report that formal collaboration opportunities have taken place in some buildings for over a decade and have been part of professional practice for even longer. Within the last few years; however, the system has initiated formal collaboration processes where all teachers in every school engage at least weekly in conversations focused on both instructional and academic improvement using data from common and other student achievement assessments. Most parents report knowing about the focused collaboration sessions and voice their approval, because they see their own children's needs being met

through this level of formal collaboration. Principals and instructional system specialists (ISS) monitor collaboration by regular session attendance and collecting information using the *DoDEA Americas Focused Collaboration Observation Tool* (FCOT) and the *DoDEA Learning Walkthrough Tool*. The walkthrough tool even includes student collaboration as a “look-for” within a high-functioning classroom. The Engagement Review Team’s own observation results from the AdvancED eleot tool also indicate that collaboration among students is a common occurrence in many classrooms. During interviews at most school sites, team members heard from principals and teachers how data from the monitoring tools provide feedback to improve the collaboration sessions and increase the focus on student learning and teacher instruction. All principals interviewed by the team shared that they study the data during their own collaboration sessions, namely, the Quarterly Impact Report meetings. Results from these monitoring tools reported by the superintendent indicate improvement in the quality of collaboration sessions and in addressing the learning needs of students. The district has been monitoring classroom instructional processes using multiple walkthrough tools for more than three years, and the system consistently tracks data and evidence to indicate growth and improvement in these processes over time. Collaboration is so embedded in the organization that stakeholders feel unified in their commitment to helping all students learn. One teacher described this organization’s culture as a place where “we think of military children as our students instead of just my students.” To strengthen the level of impact that these embedded collaboration practices have on the organization, the district is encouraged to maintain the collection of data from these tools to demonstrate sustained growth and improvement of collaboration, learning, and instructional processes over time.

Focus on communication could enhance stakeholders’ involvement and engagement in support of the achievement of the system’s purpose and direction. The Engagement Review Team conducted interviews of groups of parents at each base and visited with students, teachers, and school leaders at each site. Although every school clearly serves unique constituencies and has established its own place in its community, the team found varied means by which schools connected with parents and community members to varied levels of success. Schools reported hosting successful Math Nights, Book Give-Aways, Garrison sponsors, plays, international nights, open houses, Night at the Museum celebrations, and other fun events. Some schools were energized by active parent-teacher organizations, while others did not communicate the same level of excitement. Interviews with parents represented a wide range of points of view, from those highly praising the communications from the schools to those who felt they had not been informed of any of the school’s events or of their students’ progress. Few parents interviewed felt involved in planning school improvement. Parents and school leaders indicated participation in surveys that were either administered by DoDEA or by Parent Teacher Organization (PTO) groups that solicited feedback, and some parents interviewed felt that the principals and counselors did offer open-door policies. Other parents expressed frustration at access they had to their students’ classrooms and reported feeling unwelcome. Observations in classrooms by Engagement Review Team members identified multiple adults in classrooms, but few were parent volunteers. Internal communication strategies across schools also varied and included reportedly successful strategies such as Hub Crawls, Morning Shows, multiple forms of clubs, Get Energized, Fitbit, and other events, and regularly scheduled opportunities. Within the schools, interviews with students revealed that student representation is strong in many schools, and interviews with students and parents identified that multiple informal social media groups are active on many levels across the district. The district has organized regionally with community superintendents, who provide access and representation through school boards that serve as advisory directly to the region and the district. The variety of communication strategies employed and varied success of each school in engaging its external and internal communities has been recognized by DoDEA in its 2018 annual blueprint report. It stated, “Healthy, two-way communication is a hallmark of any successful organization. High quality communication increases employee engagement through a sense of inclusion and increases organizational efficiency as needs are identified and issues can be addressed at the earliest stages. DoDEA identified improving internal communication as a challenge in its strategic plan. While progress has been

made in some areas, much still remains to be accomplished.” The district has also identified engagement as an area of challenge, as stated in the System Quality Factors document, “Schools are increasing their efforts in soliciting stakeholder input in order to support the success of our learners. We do encounter challenges in this area but are continually seeking and implementing strategies to garner the input of all of our stakeholders.” The Engagement Review Team has noted the effective use of data to inform decisions in so many areas across the district. However, collection of data regarding internal and external communication and parent and community involvement was not evident to the team during the review. Although DoDEA does conduct a bi-annual survey, the results were not utilized to create an involvement or communications goal for the district nor were school leaders or community superintendents asked to report or share effective strategies for communicating and involving parents and other external partners. The Engagement Review Team recognizes the many significant obstacles to involving parents in the schools and can only agree that traditional parent involvement activities successful in schools “outside the gate” may not meet the needs of families served by these schools. However, it is vital that parents are involved with their children’s education, and by documenting and sharing successful practices deliberately, those practices can be brought to scale and begin to help build a collection of best practices that work to support communications with families with military children in the Southeast District of DoDEA.

Engagement Review Team Leaders interviewed all Garrison Commanders (11 in number) across the school system including those in Alabama (Fort Rucker, Maxwell AFB), Georgia (Fort Benning, Fort Stewart), Kentucky (Fort Campbell, Fort Knox) and South Carolina (Fort Jackson, Laurel Bay MCAS). Several consistent themes emerged that support the power and importance of these school/military partnerships.

Consistently across all military commands there is strong support for the educational opportunities being offered to these military-connected families. Some concern was expressed as to the lack of educational opportunities for most students beyond elementary and middle school level. There are currently only two high schools located in Americas Southeast. Some concern was expressed about these small high schools’ ability to offer a comprehensive program including electives as well as Advanced Placement (AP) and honors courses. Other areas to be explored by DoDEA based on these conversations include more attention to clear and consistent communication. Across the eight military commands, the levels of communication between the school system and the military command varied from “being completely in the know” and “communication is poor.” In every case, strong support from the command was evident through regular participation in school activities, service on the local school board, and engaging in public meetings/town halls. Commanding officers support regular involvement of the military in school-based activities, programs, emergency drills, and other day to day activities.

The Americas Southeast school system (DoDEA) engages in an effective continuous improvement process; demonstrates a genuine commitment toward challenging students with equitable opportunities for all; and ensures alignment of long-range planning and resource management to the system’s key priorities. Building on the system’s strong foundation of effective operational practices and supporting a highly efficacious system dedicated to student learning, a focus on meeting the needs of military-connected families, systemic professional collaboration, and sustainable digital technology initiatives and practices will continue to enhance a culture of challenge, support, and success for all learners.

Next Steps

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

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

Team Roster

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

Team Member Name	Brief Biography
Dr. W. Darrell Barringer Lead Evaluator	<p>Dr. Barringer's educational career spans 43+ years. On June 30th, 2012, he retired from Lexington School District One in Lexington, SC after working there for 34 years. During that time, he served as an elementary principal for 29 years and had the privilege of opening two new schools. He has taught grades 2, 3, 4, 5, and 6, served as an assistant principal in addition to the principal role. He has also served with SACS (AdvancED) since 1983 having chaired teams in Egypt, Thailand, India, Saudi Arabia, United Arab Emirates, Qatar, Jordan, Bahrain, Costa Rica, Japan, Guyana, Guatemala and Nicaragua as well as in the U.S. His service has included schools, systems, digital learning institutions, corporations and Department of Defense Education Activity (DoDEA) schools. Dr. Barringer's B.A. is in Biblical education from Columbia International University, and his M.Ed. (elementary education), his Ed.S. (administration) and Ph.D. (elementary education) are from the University of South Carolina. Dr. Barringer joined the AdvancED family officially on July 1st of 2012 as director for AdvancED South Carolina. Effective February 1, 2017, Dr. Barringer currently serves as vice president, volunteer services for AdvancED.</p>
Dr. Maria Ojeda Associate Lead Evaluator	<p>Dr. Maria Ojeda is the vice president for AdvancED Global Services. Maria Ojeda received her bachelor's degree in education from the University of Puerto Rico, a master's degree in preschool motor learning from Virginia Tech University, and a doctorate in curriculum and instruction from the University of New Mexico. As a retired professor from the College of Education at the University of Puerto Rico (UPR), Dr. Ojeda has been an educator for over 25 years. She has served as a preschool and elementary teacher, a principal at the University of Puerto Rico Laboratory Elementary School, an associate dean of academics for the University of Puerto Rico and an executive assistant to the University of Puerto Rico Chancellor. She is the author of four books, 35 articles and chapters in books and created movement-based curriculum materials for pre-service teachers and students. She has worked extensively in Latin America, the Caribbean, Europe, Asia and the Middle East as a lead evaluator, consultant and presenter. Dr. Ojeda's topics include child development, perceptual-motor development, active learning, play, curricular planning and decision-making, alternative assessment and data-driven instruction.</p>

Team Member Name	Brief Biography
<p>Sharon Bell</p>	<p>Mrs. Sharon Bell currently serves as the director of volunteer services for the accreditation and certification division, AdvancED. Prior to moving to the regional level, Mrs. Bell served for twelve years as the associate director of accreditation for AdvancED Kansas. Her association with continuous improvement began as a school improvement coordinator and classroom teacher in El Dorado, Kansas. During this time, she served as the building coordinator and led the faculty through two cycles of accreditation. For the past seventeen years she has communicated to institutions across the nation as she develops and delivers professional development learning opportunities on behalf of AdvancED. Mrs. Bell holds master’s degrees in educational leadership and curriculum and instruction from Emporia State University and is certified as a school improvement specialist from the University of Nebraska.</p>
<p>Paul Bielawski</p>	<p>Paul Bielawski is a field consultant and lead evaluator with AdvancED Michigan, working with schools and school districts on accreditation and school improvement. He has degrees from Albion College and the University of Michigan with advanced training in the areas of curriculum, foundations, history, evaluation, and policy. He retired following a career of 37 years with the State of Michigan in areas including grants, technology, curriculum, school improvement, assessment, policy, accountability and data collection and reporting. In his state role, he spent many years engaged in the work of AdvancED in Michigan. In his consulting role, he focuses on policy and data analysis related to school improvement.</p>
<p>Ginger Blackmon</p>	<p>Dr. Ginger L. Blackmon is an assistant professor at the University of Alaska, Anchorage. Her roles include educational leadership program lead, course, and curriculum chair and a member of the faculty senate unit/department leadership review subcommittee. Dr. Blackmon served 13 years as a principal at all levels (elementary, middle and high school). She has experience leading schools in rural, suburban and urban settings ranging from traditional education systems to magnet programs and charter schools.</p>
<p>Dr. Michael Bugenski</p>	<p>Mike Bugenski is a lead evaluator with AdvancED and a former teacher, central office administrator, ESA administrator, adjunct university professor, and the former AdvancED state director in Michigan. He has worked for four educational service agencies in Michigan as a strategic planning consultant and instructional coach to schools. He has served as the associate director for the Michigan School Administrator Association and directed a state-wide professional development program training prospective superintendents and principals across Michigan. He is completing his 50th year as an educator with degrees from Michigan State University and Eastern Michigan University. He has lead reviews for AdvancED in the Middle East, Europe and 17 states in the U.S.</p>

Team Member Name	Brief Biography
<p>Dr. Cynthia Cash-Greene</p>	<p>Cynthia Cash-Greene, Ed. D., has served as a professional educator for over 35 years of which 25 years were served in administration. Administrative positions include superintendent in both rural and urban districts, area superintendent, principal, assistant principal, educator associate with the South Carolina Department of Education, director of personnel and educator quality. Currently serving as chief instructional officer with Orangeburg Consolidated School District 5 in Orangeburg, South Carolina, Cynthia Cash-Greene has served as a member on the South Carolina AdvancED Council for the past six years. She also served as lead evaluator, associate lead and team member in in Florida, Georgia, Indiana, Kentucky, North Carolina, South Carolina, and Virginia.</p>
<p>Todd Curkendall</p>	<p>Mr. Curkendall is the community superintendent for the Camp Lejeune Community Schools, Mid-Atlantic District of the Department of Defense Education Activity (DoDEA). He came to North Carolina from Kentucky, where he served as the assistant superintendent of the Kentucky district, prior to the restructuring for student achievement (RSA) in 2016. Mr. Curkendall began his career with DoDEA in 1992 as a middle school teacher at Fort Knox, Kentucky. He served as an administrator at the elementary, middle, and high school levels, before being named as the superintendent of the Fort Knox Community Schools in 2011. A native of Parkersburg, West Virginia, Mr. Curkendall has been an educator since 1984. He received his Bachelor of Science degree from Morehead State University and his Master of Arts degree from Austin Peay State University. He earned his rank I in educational leadership from Western Kentucky University.</p>
<p>Michael DeFrancesco</p>	<p>Michael DeFrancesco has been working with DoDEA since 2014, serving as a staff development coach, ISS, and assistant principal. Prior to that he worked for ten years in public education in Orange County, Florida in both primary and secondary education. He has experience teaching English, math, social studies, and AVID. He has also worked as instructional support focusing on data and staff development. He has degrees from Wake Forest University as well as the University of Central Florida.</p>

Team Member Name	Brief Biography
<p>Dr. Janet Haas</p>	<p>Dr. Janet Haas has participated with AdvancED since 1990, as a school educator, as a Michigan AdvancED State Council member and chair, as a lead evaluator, an associate lead, and a team member on AdvancED review teams in Michigan and other states and is currently a Michigan AdvancED field consultant. Dr. Haas spent the last 47.5 years in education, including 43.5 years with the Livonia Public Schools teaching at the secondary level in mathematics, special education, and career technical education. Dr. Haas was a department chair, assistant principal, principal, and director in career technical education. Dr. Haas has been an adjunct professor at Wayne State University in the college of education/master’s of teacher education. She earned degrees at Michigan State, Eastern Michigan, and Wayne State Universities. She received a special education endorsement from Madonna University. Dr. Haas has presented at local, state, and national conferences in the areas of career technical education, integration of academics, and teacher education. Since retiring in 2014, she has been a program director for Brighton Shared Services, working with faith-based schools, including Catholic, Lutheran, Baptist, Islamic and Hebrew.</p>
<p>Donna Hendershot</p>	<p>Ms. Donna Hendershot received her Bachelor of Arts from Capital University with a teaching degree in English and speech (including theater) in 1972. Donna Hendershot took a job at North Kent High School in Comstock Park Michigan in 1986. In 1989, she earned a computer endorsement. During the early 90’s, Donna Hendershot became politically active to change how schools were financed in Michigan. As a result of that activity, she was appointed principal of North Kent High School in 1994. Due to changes in the district, Donna Hendershot chose to go back into the classroom. After three years, she retired to Smallwood Lake of the Tittabawassee River in Gladwin, Michigan.</p>
<p>Claudette Jones</p>	<p>Claudette Jones joined the Department of Defense Education Activity in 2007 as a secondary teacher. Her time as a classroom teacher includes 10 years of teaching 9th through 12th grade English and Advanced Placement English Composition in Heidelberg, Germany, Kaiserslautern, Germany, and Fort Buchanan, Puerto Rico. Claudette Jones decided to shift her focus to curriculum and instruction in 2016 when she became an instructional systems specialist for the Mid-Atlantic District. She is currently the assessment and accountability specialist for DoDEA Americas Mid-Atlantic District. Her education includes a bachelor’s degree from Morgan State University in 2003; a master's degree from the University of Phoenix in 2009 and an education specialist degree in curriculum and instruction from the University of Phoenix in 2018.</p>

Team Member Name	Brief Biography
<p>Mary Ann Keeley</p>	<p>Dr. Mary Ann Keeley is an educational consultant who served as the vice president for the AdvancED Northeast Region for eight and one-half years. Dr. Keeley served multiple years in administration as deputy superintendent of schools in the Archdiocese of Newark, administrator and principal of educational institutions in the states of New Jersey and Pennsylvania, and an elementary school teacher in Florida and Pennsylvania. She received a B.A. from Gwynedd Mercy College, PA, a M.A. from St. Bonaventure’s University, NY and a Ph.D. in administration and supervision from Fordham University, NY. Mary Ann Keeley’s professional experiences include twenty-three years working in the field of accreditation with educational institutions in the US, Puerto Rico, US Virgin Islands, Latin and Central America, the Middle East, Japan, and former Republics of the Soviet Union. Dr. Keeley served as a lead evaluator and presenter in the US, Caribbean, Latin America, and the Middle East. Her topics focused primarily on accreditation, differentiated instruction and early childhood education.</p>
<p>Kelly Knipe</p>	<p>Ms. Kelly Knipe has over thirty years in the education profession and currently is the senior director of Europe-Africa region, global services with AdvancED. The senior director works closely with the regional vice president to develop and implement effective strategic plans encompassing AdvancED services, products, compliance, policies and regulations, and provides technical assistance, professional development, and delivery. Ms. Knipe has been a bilingual/ESL instructor from the elementary grades through high school in three different states in the U.S. and taught Citizenship classes and GED classes in local adult education programs for several years. Ms. Knipe served as a teacher trainer for the cadre of teacher trainers with the Dallas Independent School District. She worked with pre-entry university students in the English Language Institute at Oklahoma State University and taught Survival English to Saudi nationals. After 25 years in public education, Kelly Knipe transitioned to the private sector to join AdvancED, where she has worked since July 2017.</p>
<p>Joseph Lovett</p>	<p>Joseph Lovett currently serves as the community superintendent for schools in England. Prior to joining the Europe West District, Mr. Lovett served as principal at Vogelweh ES, Ramstein ES, and Bitburg ES, and as assistant principal at Mannheim ES. He taught in DoDEA and, before that, in his home state, Minnesota. He has served as a team member on school visits to H. H. Arnold High School in Wiesbaden, Mark Twain Elementary School in Heidelberg, and Grafenwoehr Elementary School all located in Germany and Vicenza Elementary School in Italy.</p>

Team Member Name	Brief Biography
<p>Donna Mathern</p>	<p>Donna Mathern is a retired school-teacher, secondary, and elementary school administrator and university supervisor of student teaching. She served as both a lead and associate evaluator for AdvancED in the United States and for DoDEA sites. She also is a lead and associate evaluator for AdvancED Preschool reviews. She retired from Natrona County School District in 2010 while serving her 11th year as elementary principal of Evansville School. She was an assistant principal at a high school for seven years and a social studies department chairperson for 10 years. She taught junior high social studies in Cheyenne and Casper, Wyoming for 20 years. With Valley City State University, she completed six years at the State Facilitator of Student Teaching and also functioned as supervisor for student teachers. She served as secretary of the National Association of Secondary Principals from 1992-93, president of the Natrona County School Administrators, and Phi Delta Kappa. She is a past member of the Board of Directors for McREL and is president of the Board of Directors for the St. Mark’s Preschool. She continues working in education with AdvancED Engagement Reviews and as a facilitator with Catapult Learning.</p>
<p>Dr. Mark Mathern</p>	<p>Mark Mathern, Ed.D., is an educator from Casper, Wyoming. He worked for six years as the associate superintendent of curriculum and instruction, Natrona County School District, an organization serving over 12,000 students. After having taught Latin and English for nine years in Casper’s schools, Dr. Mathern worked as a school administrator in a high school of 1500 and as a K-12 principal in a rural school of 150 students. In 2000, he joined the curriculum and instruction division of the district until his retirement in June 2014. Dr. Mathern worked for over twenty-five years with the North Central Association and AdvancED. He has presented at Wyoming’s School Improvement conferences regarding accreditation processes and has assisted in training teachers and administrators on accreditation and school improvement processes. In addition, he has been a lead evaluator, associate lead evaluator, and team member with review teams for systems and schools in Wyoming, Colorado, Nebraska, North Dakota, Georgia, Idaho, Michigan and DoDEA. Dr. Mathern has a B.A. in teacher education from North Dakota State University with majors in English and classical languages, an M.A. from the University of Wyoming in educational administration, and an Ed.D. from Seton Hall University.</p>

Team Member Name	Brief Biography
<p>Carmen Pough Banks</p>	<p>Carmen Pough Banks is an educator who taught on the secondary and post-secondary levels and has now retired from the South Carolina Department of Education. Carmen has served as a secondary teacher, as well as a post-secondary adjunct professor. Mrs. Banks has a master’s in education degree, has strong curriculum development experience and is noted for her successful work with adult learners. As a career educator and seasoned presenter, she continues to provide staff development and coaching for selected schools within the state. Her experiences have included developing and monitoring a system of external review audits for schools designated as below average; monitoring statewide teams performing on-site visits and reviews of schools designated as unsatisfactory; conducting training for teams performing external and internal audits using three focus areas (leadership and governance, curriculum and instruction and professional development); and working with federal and state legislation and translating this into operational procedures. She has been an accreditation specialist for AdvancED for ten years, serving as a team member, team lead and is now certified as an early learning lead evaluator.</p>
<p>Carol Robinson</p>	<p>Carol Robinson is a former middle school principal, middle and high school assistant principal, school improvement specialist and teacher of English, drama, and music K-12. For over thirty-five years, Carol Robinson shared her knowledge, skills, and expertise through presentations, workshops, articles, courses, and webinars. Since 1985, she has been an adjunct professor for Shenandoah University, George Mason University, and Virginia Tech, teaching graduate courses ranging from curriculum and instruction to principal preparation. Carol Robinson was lead researcher and author in 2008 and 2009 for two editions of <i>Leveraging Knowledge</i>. Since 1994, Carol Robinson served as her high school’s coordinator for the SACS-CASI process, team member, and lead evaluator for AdvancED Virginia and a member of teams for Virginia’s Schools to Watch assessment program for middle schools. Carol Robinson has been an involved member of the Virginia Association of Secondary School Principals since 1991, serving as region director, president, chair of the principals’ award committee, member of the conference committee, and, currently, field consultant for member services. Carol Robinson has transferred her experiences as an administrator-entrepreneur to establish her own business. <i>B.M.Ed. George Mason University, M.A.Ed. Virginia Polytechnic Institute and State University, Ed.D. Virginia Polytechnic Institute and State University.</i></p>

Team Member Name	Brief Biography
<p>Maureen Ryff</p>	<p>Mrs. Maureen Ryff is a retired secondary school social studies instructor and administrator. Mrs. Ryff holds a Bachelor of Arts degree in American history and French, and a master’s degree in Political Science from the University of Wyoming. Her administrative endorsements include principal for grades K-12 and curriculum director. Mrs. Ryff taught social studies and French for 30 years at the middle and high school levels and served as a high school principal for 10 years. She serves on the board for the Wyoming Academic Decathlon. She is a member of the Wyoming AdvancED State Council and serves as a lead evaluator for AdvancED. She served on numerous school and system engagement review teams in the United States and overseas.</p>
<p>Lesley Wangberg</p>	<p>Lesley Wangberg currently serves as the lead educational advisor for the Wyoming Stewardship Project for Wyoming students in grades 2-5. She earned her B.S. in elementary education at Texas Tech University, specialization in early childhood and reading, and her graduate level work was done at University of Wyoming. She has served in a variety of educational roles at the local, state, national and international level for more than 40 years. Her most recent role was managing associate with edCount, LLC where she supported state departments of education, school districts, and educators around the country in the implementation of federal and state statutes. Ms. Wangberg served as interim director, standards and assessment division, and state director of assessment at Wyoming Department of Education. Students in her classes have ranged from the pre-K through university level. She served as a lead evaluator and as a team member on numerous AdvancED Engagement Reviews.</p>
<p>Dr. Julia Williams</p>	<p>Julia Williams, Ph.D., is a professor of education at the University of Minnesota Duluth. Her areas of specialty include assessment, continuous improvement processes and planning, and program evaluation. She holds earned graduate degrees in curriculum and instruction and educational leadership. She is a licensed secondary principal and district superintendent. Dr. Williams' research and publications include studies of schools and the integration of leadership, staff development, student achievement, and supervision. She has served as primary investigator and as evaluator on multi-year, multi-site grants awarded by the National Science Foundation and the U.S. Department of Homeland Security. Spanning four decades in education, Julia Williams has served as lead evaluator for over 100 reviews for schools, systems, digital schools, corporations, corporation systems, and other categories across the AdvancED organization. She served as a member of the AdvancED Minnesota State Council for many years. She also served as a member of the commission on schools and is currently an AdvancED lead evaluator mentor for systems and corporations.</p>

References and Readings

- AdvancED. (2015). *Continuous Improvement and Accountability*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/continuousimprovement-and-accountability>
- Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.
- Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/what-continuously-improving-system-looks-like>
- Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/savvy-school-change-leader>
- Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.
- Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education*. San Francisco: Carnegie Foundation. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf
- Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.
- Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.



advanc-ed.org

Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963

9115 Westside Parkway, Alpharetta, GA 30009



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.

©Advance Education, Inc. AdvancED® grants to the Institution, which is the subject of the Engagement Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license, and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.