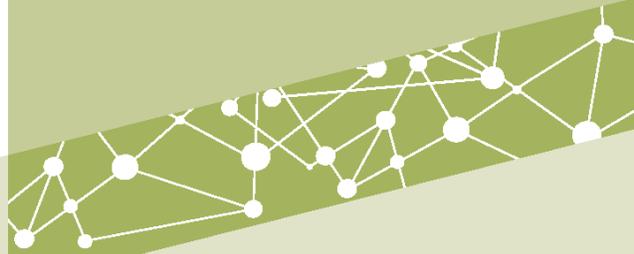


May 6-18, 2018

---



AdvancED®  
Engagement  
Review Report



**AdvancED® Performance Accreditation**

---

**Europe East School District (DoDEA)**

Germany

Unit 3084

APO, AE 09021

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>AdvancED Performance Accreditation and the Engagement Review .....</b>	<b>3</b>
<b>AdvancED Continuous Improvement System .....</b>	<b>4</b>
<b>Continuous Improvement Journey Narrative .....</b>	<b>4</b>
<b>AdvancED Standards Diagnostic Results .....</b>	<b>7</b>
<b>Leadership Capacity Domain .....</b>	<b>7</b>
<b>Learning Capacity Domain.....</b>	<b>8</b>
<b>Resource Capacity Domain.....</b>	<b>9</b>
<b>Effective Learning Environments Observation Tool® (eleot®) Results.....</b>	<b>10</b>
<b>eleot® Narrative .....</b>	<b>11</b>
<b>Findings.....</b>	<b>14</b>
<b>Powerful Practices .....</b>	<b>14</b>
<b>Opportunities for Improvement .....</b>	<b>17</b>
<b>Improvement Priorities.....</b>	<b>19</b>
<b>Accreditation Recommendation and Index of Educational Quality™ (IEQ™).....</b>	<b>21</b>
<b>Conclusion Narrative .....</b>	<b>21</b>
<b>Next Steps.....</b>	<b>26</b>
<b>Team Roster .....</b>	<b>27</b>

## 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 that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Superintendent	1
Community Superintendents	4
ISS (Instructional Support Specialists)	30
Principals	32
Assistant Principals	26
Teachers Leaders (CSI Committee Members, etc.)	278
Instructional Staff (148 Teacher Conversations)	366
FIST Staff	18
Other Support Staff	75
Students	825
Parents	135
FEA Europe Representative (Federal Employee Association)	1
<b>TOTAL</b>	<b>1803</b>

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

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

### AdvancED Continuous Improvement System

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. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Emerging
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

### Continuous Improvement Journey Narrative

“People tend to support what they help to create.” This statement made by the Europe East District Superintendent during the in-briefing to the Engagement Review Team, reflects an important core belief adopted by leadership as planning began to create a new Europe East District in the Fall of 2016. As part of restructuring of Department of Defense Education Activity (DoDEA) districts worldwide, the Kaiserslautern and Bavaria districts were merged to form a new district--Europe East. While leaders were faced with the formidable logistical challenges of merging two large districts into one which would become the largest in the DoDEA system, they were also provided an exciting opportunity to design a new district. District leaders were at an “educational drawing board” with the opportunity to strategically plan for “the conditions, processes, and practices” to create a culture for continuous improvement.

The development of the Europe East District occurred at a time when several significant changes were unfolding worldwide in DoDEA districts. Europe East leaders recognized that these changes would greatly impact their decisions for planning district processes and programs. These changes include a DoDEA Restructuring for Student Achievement effort (RSA) that emphasizes “One DoDEA;” a shift from the previous school model of accreditation to the systems model; and the implementation of focused collaboration, instructional walk-throughs, and a new

student assessment system.

It was in this context that the District Superintendent and her team configured the leadership framework for the district. A representative from the Center for Instructional Leadership (CIL) provided DoDEA-level support for leadership configuration. Leadership decisions reflected deliberate planning for the purposeful and strategic use of the human capital within the district. The district was divided into four regional communities, each directed by a community superintendent responsible for the individual schools within each region. Eighteen additional Instructional Specialists (ISS) were hired, bringing the total number of ISS personnel to 32, to support the four communities and 32 schools. Sixty-four building level principals completed the district leadership team. It was this group who would begin to “support what they helped to create” as they began to develop a system committed to continuous improvement.

As described by the district superintendent, once the leadership structure was in place, district leaders embarked on a “journey of awareness.” Understanding that “we must go as fast as we can, but as slow as we must,” district leaders immersed themselves in a study of continuous improvement processes and data analysis. Through this in-depth process, district leaders gained a thorough understanding of where they wanted to go and what the current reality encompassed. As their work ensued, leaders were guided by these core beliefs:

- Student learning is our fundamental purpose
- A collaborative culture through high performing team is essential
- Our actions must be results-driven

Partnered with AdvancED, district leaders participated in an extensive training process as the beginning of their “awareness journey.” In September 2017, the Lead Evaluator for the upcoming Engagement Review to be held in May 2018, conducted four days of training for the leaders of Europe East. In that training event, a clearer understanding of the Continuous Improvement System evolved. These days of training and the subsequent conversations held over the months between then and the Review set the stage for what the superintendent referred to as the “Europe East/AdvancED Partnership for Continuous Improvement.” Even the training itself broke ground as the Lead Evaluator worked with district leadership to engage all participants in exercises that focused on the “marriage” of school and system improvement efforts and the look at school and quality system factors. The district clearly embraced the concepts around continuous improvement that can best be defined with the philosophical underpinning that “accreditation is not the goal, but the outcome of quality teaching and learning embedded in systemic and systemic continuous improvement processes.”

A second important phase of developing awareness was to determine a “clear direction” as outlined in the AdvancED’s *System Quality Factors* diagnostic tool. With support from DoDEA Headquarters and the CIL, leaders worked to develop the Europe East core beliefs, purpose and direction statement, and action plan to align with the newly adopted DoDEA Community Strategic Plan 2018/2019-2023/2024. As described by the district superintendent the creation of its direction was an “evolution” process, where leaders frequently reviewed and revised its work to articulate its action plan. In October 2018, Europe East leaders implemented the “*District Action Plan At-A-Glance*.” In support of the DoDEA vision, “Excellence in Education for Every Student, Every Day, Every Where” and “Priority 1” as established by DoDEA leadership. Europe East leaders developed a District Academic SMART Objective and an Organizational SMART Objective. These objectives focused on increasing reading proficiency of all students, implementation of College and Career Ready Standards, and effective weekly collaboration for all educators. Each objective is supported by strategies for implementation and actionable initiatives to provide specific direction to implementation and measurement of the objectives.

District leaders fully recognized that an effective continuous improvement system is founded on the collection and analysis of quality data reflective of the diverse needs of the student population. To support its extensive training processes district leaders began to carefully consider how to structure its data collection and analysis processes to inform planning, decision-making, and quality assurance. While student achievement data was available at the school level, district-level data was not yet available as the new action plan was implemented in the Fall of 2018.

The Spring and Summer of 2018 will be crucial times to gather and analyze data specific to learner outcomes, personnel performance, and organizational effectiveness. In support of its SMART Objectives a Master District Plan for Measurements/Targets details the metrics to be used by school and system leaders to measure its processes and processes. Learner outcomes will be measured by the Benchmark Assessment System (BAS), Scholastic Reading Inventory (SRI), Partnership for Assessment of Readiness for College and Careers (PARCC), American College Testing (ACT), Scholastic Aptitude Test (SAT), and Advanced Placement (AP) course participation and success rates. Weekly implementation of focused collaboration for all staff will be measured by the Europe East Self-Assessment Tool. Personnel performance will be measured by the newly adopted DoDEA personnel evaluation system and by the district classroom walk-through protocol. A clear focus on the consistency of implementation of this tool is imperative. Organizational data such as minutes from district and school collaboration meetings and communications with stakeholders will be maintained. Specific tools to track implementation of the Interactive Read-Aloud Strategy, Close Reading Strategy Training, CUPS (Circle, Underline, Paraphrase, Star), and Use of DuFour's Four Questions during focused collaboration were developed and results will be analyzed during leadership team data reviews.

As its first year as a restructured district draws to a close, the district will benefit from support from DoDEA resources such as the CIL to analyze its summative data of student achievement and create baselines from which to review and revise its objectives, strategies, and initiatives. District leaders acknowledged the need to continue to develop the processes and parameters for development of formative assessment and comprehensive data analysis. While the district is in the early stages of data collection and analysis, it has the capacity and the resources to ensure effective strategic planning as demonstrated by its summary presented in the Europe East Mid-Year Data Review completed in February, 2018.

In support of its purpose and direction district leaders carefully created collaborative structures to increase the capacity of each staff member to support continuous improvement. At the school level, teacher continuous improvement teams organized overall implementation of the district and school improvement plans. Each teacher became a member of a weekly focused collaboration group to effectively implement these plans. Further study is warranted to assure that these protected times are being used effectively and to the fullest extent possible with respect to the purpose of this collaboration. Stakeholder support indicates strong support for the modified Thursday schedule at each school which allows for weekly collaboration during the school day. Support to the collaborative groups and classroom instruction is provided by district ISS staff members who regularly visit the schools to model effective pedagogy and provide professional development in support of district goals. The four community superintendents meet frequently with principals and teachers to coach and assist in implementation of strategies. Teachers participate in district and community level "think tanks" to support leadership development and understanding of continuous improvement factors. Professional development for leaders is provided through the superintendent's cabinet and CIL. Personnel supervision and evaluation procedures are implemented in accordance with DoDEA policy and classroom walk through observations provide instructional feedback.

As its first full year of reorganization as Europe East draws to a close, the district has demonstrated significant capacity to implement its continuous improvement journey. This capacity was developed through a thorough understanding of continuous improvement factors and a strong partnership with AdvancED to plan for its first System Engagement Review. Framed by the belief that "people tend to support what they help to create," and "work as fast as you can, but as slow as you must," leaders worked collaboratively to build a strong foundation for a well-organized leadership structure, a purpose and direction aligned to DoDEA and stakeholder expectations, clear goals and objectives focused on student achievement and strong collaborative networks, and comprehensive measurements of system and school effectiveness. When asked if teachers had fully embraced a commitment to continuous improvement the consensus of leadership and teachers was, "yes." One teacher elaborated, "some of us are on the autobahn, some of us are on the back roads, but all of us are on the journey." This statement highlights the successes of the Europe East District as it embarks on its "journey to continuous improvement."

## 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**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

### 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.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.	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.	Meets 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.	Needs Improvement
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Meets Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Emerging

## Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The system implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Needs Improvement
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.	Emerging
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

## Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

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.	Emerging
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.	Emerging
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.	Emerging
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	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.	Meets Expectations

## Effective Learning Environments Observation Tool® (eleot®)

### Results

The 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. 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. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>1028</b>
<b>Environments</b>	<b>Rating</b>
<b>Equitable Learning Environment</b>	<b>2.87</b>
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.15
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.42
Learners are treated in a fair, clear and consistent manner	3.50
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	2.43
<b>High Expectations Environment</b>	<b>2.86</b>
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.96
Learners engage in activities and learning that are challenging but attainable	3.03
Learners demonstrate and/or are able to describe high quality work	2.64
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.75
Learners take responsibility for and are self-directed in their learning	2.91
<b>Supportive Learning Environment</b>	<b>3.29</b>
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.25
Learners take risks in learning (without fear of negative feedback)	3.21
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.32
Learners demonstrate a congenial and supportive relationship with their teacher	3.37
<b>Active Learning Environment</b>	<b>2.89</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.01
Learners make connections from content to real-life experiences	2.74
Learners are actively engaged in the learning activities	3.24
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.59
<b>Progress Monitoring and Feedback Environment</b>	<b>2.75</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.55
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.10
Learners demonstrate and/or verbalize understanding of the lesson/content	3.10
Learners understand and/or are able to explain how their work is assessed	2.23

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>1028</b>
<b>Environments</b>	<b>Rating</b>
<b>Well-Managed Learning Environment</b>	<b>3.31</b>
Learners speak and interact respectfully with teacher(s) and each other	3.48
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.50
Learners transition smoothly and efficiently from one activity to another	3.03
Learners use class time purposefully with minimal wasted time or disruptions	3.22
<b>Digital Learning Environment</b>	<b>1.58</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.75
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.60
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.41

## eleot® Narrative

The Engagement Review Team conducted 1028 classroom observations encompassing 32 school campuses. Observations were completed using the Effective Learning Environments Observation Tool (eleot®). Observations were conducted with a minimum of 20 minutes in each classroom allowing the team to observe over 343 hours of instruction across all grade levels and academic areas.

During the Engagement Review a number of interview conversations were conducted with school and system leaders and teachers. Parent meetings took place in each school or school community. . Where applicable, information regarding the learning environment gained from these conversations and meetings is also cited in this narrative.

The following provides a summary of the team ratings and discussions for each of the seven learning environments observed through the eleot® protocol. Specific scores are reflected in the chart above to further enhance understanding and provide the basis for these narratives.

### A. Equitable Learning Environment – 2.87

Observations across the system reflect a high level of access to classroom activities, resources, technology and discussion. The system provides ample resources for learning in most classrooms. This supports the findings of a system rich in resources. However, this does not indicate a high level of differentiation. With a few exceptions, the team did not see differentiated learning opportunities for most students and the level of differentiation is inconsistent from classroom to classroom. Differentiation of instruction is most prevalent in those learning environments designated for intervention and support. Many elementary classes are using small groups for instruction; however, the team observed much of the same types of activities – rotations between similar activities involving worksheets.

Although, classroom observations document few opportunities within lessons for students to develop empathy or appreciation of other cultures, observations confirmed the overwhelming majority of students are treated respectfully, and various cultures and ethnicities are respected throughout schools. The adults displayed genuine passion for their work and treat learners in a fair and consistent manner.

### B. High Expectations Learning Environment – 2.86

The system identifies the implementation of standards “that are infused with rigor and relevance” as priority #1 in their continuous improvement efforts. The indicators in the high expectations environment support this priority.

Most students, when asked, can articulate the learning target or goal for the day. Some teachers across the system post learning targets in the classroom. In addition, the level of instruction in the classroom appears to be targeted to meet the appropriate learning level for most students. Sixty-two percent (62%) of administrators indicate that high expectations are demonstrated through their frequently discussing student achievement. Many classrooms provide opportunities for students to take responsibility for their own learning. An impressive 82% of teachers identify holding students responsible for their own learning as a priority in their lesson design. In contrast, classroom observations and student interviews highlight inconsistencies in the opportunities students have to use higher order thinking to extend and apply their learning. While many classrooms are supporting high levels of rigor and student-directed application of learning, the practice is inconsistent. When asked about whether their children are learning in the school system and how they know, parents across multiple campuses responded by saying “It depends on the teacher.” The rating for this environment appears lower than would be expected considering the scores of Supportive Learning and Active Learning. Because the system has invested heavily in highly skilled instructional support specialists, it will be important to leverage their expertise in building consistency of implementation for effective instructional practice across all classrooms. .

#### C. Supportive Learning Environment – 3.37

Classroom observations throughout the system reflect a supportive learning environment. Students, teachers and support staff demonstrate a clear sense of shared community. This is not only reflected inside classrooms but in school hallways and common spaces that are filled with affirmative messages regarding students and learning. Interactions between students and teachers are positive and respectful. This positive culture is echoed in interviews with parents and staff. Multiple parent interviews cite teacher support of their student’s learning as a strength of their school. Both elementary and secondary schools across the system are implementing before and after school academic support sessions to provide additional opportunities for students to understand course content or complete assignments. Eighty-four percent (84%) of school leaders indicate that students and teachers function as a learning community.

#### D. Active Learning Environment – 3.0

While many classrooms are providing powerful opportunities for students to engage in discussions with each other and to collaborate on projects and activities, this is not true across schools or the system as a whole. Collaboration between and among groups in accomplishing or completing projects is more evident in some classes at the middle and high school levels. However, few classrooms across the system are supporting opportunities for students to apply their learning to real-life situations. Teacher interview conversations state that only 60% of teachers describe their classes as providing opportunities for students to collaborate. Team discussions note the wide variation in the implementation of active engagement strategies across grade levels and content areas.

#### E. Progress Monitoring Environment – 2.75

Classroom observations indicate a high incidence of students able to receive and respond to feedback and use it to improve their learning. Observations also highlighted learners’ ability to either demonstrate or verbalize understanding of the target concepts because of the lesson. Seventy-six percent (76%) of the teachers interviewed say they talk with their students about their learning progress. Most classrooms and schools showed students responding to feedback positively and in a supportive manner.

Feedback between students and teachers is engaging; however, there was a wide variety in the level of students’ ongoing monitoring of their own learning or understanding of how their work is assessed. While 78% of teachers interviewed say they use rubrics and checklists to monitor whether their students are learning, only 69% of interviewed administrators indicate they are used throughout their school. In addition, student use of these tools to monitor and assess their own work is even less consistent.

#### F. Well-Managed Learning Environment – 3.31

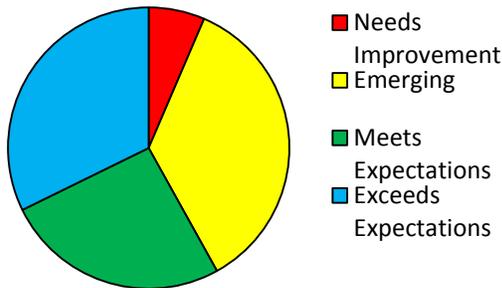
Overall, a well-managed learning environment is consistently observed across the system. This is closely aligned

with a strong positive climate and culture inside and outside the classroom. Students and teachers speak and interact respectfully with each other creating a calm and supportive feeling tone for learning. Classroom rules and procedures are well articulated and followed. Expectations are understood by students resulting in smooth transitions between learning activities and effective use of class time. There is some unevenness in “teaching bell to bell”. Some classroom procedures have been established with beginning activities posted as students enter the room allowing for learning to begin even before the bell rings. Students then transition smoothly from one activity to the next concluding with a review of the day’s learning objectives using class discussion or exit ticket. Other classrooms take a few minutes to settle students and begin the lesson. Students in several classrooms completed the day’s lesson before the end of the period with no review or reflection of what had been learned. Strategies for effective lesson design and optimum use of the entire class period can be supported both in focused collaboration time and in work with the instructional support specialists.

#### G. Digital Learning Environment – 1.58

A wide variety of digital tools, including laptops, SMART boards, video recording equipment and robotics is available to students across all classrooms. Internet connections were inconsistent and somewhat unreliable. Students are using technology tools regularly to gather information, demonstrate understanding of learning concepts or to work collaboratively on projects. Elementary students have access to online reading and math programs as an extension of the core instruction. Digital tools are also used to provide additional intervention support. Teachers participating in the interviews identified research (56%) and projects or presentations (71%) as the most common ways students use technology in their classrooms. The system supports the use of technology for instruction with instructional technology system specialists (ISS) and an on-site technical support position. While there are a few examples of instructional content specialists working with the instructional technology specialists, this is an area for further development. By beginning with the content objectives in mind, the use of interactive digital tools can be leveraged to plan innovative and engaging student-centered activities to better prepare students for the future.

## Findings



The below provides an overview of the institution ratings across the three Domains.

Rating	Number of Standards
Needs Improvement	2
Emerging	11
Meets Expectations	8
Exceeds Expectations	10

## Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

### Powerful Practice #1

Students, parents, teachers, administrators, and the military community collectively encourage and support the achievement of the system's purpose and desired outcomes for learning.

#### Primary Standard: 1.2

#### Evidence:

The DoDEA mission, values and beliefs, Priority #1, strategic plan, and continuous improvement documents collectively point out the direction for this system, i.e., to educate, engage, and empower each student to succeed in a dynamic world. The Engagement Review Team reviewed artifacts that indicate system-wide support and advocacy for Priority #1 and the system's response to it through its continuous improvement plan.

Budgeting and direction from DoDEA leaders beyond the Europe East system are providing resources including new curriculum materials and sustained staff development for implementing the College and Career Readiness Standards. During interviews, students, parents, teachers, and administrators confirmed the use of the CUPS reading strategy at the secondary levels and Close Reading at the elementary level to address system goals of improving achievement in reading. These stakeholders also reported awareness of system efforts to support the improvement plan through use of math nights, publishing events in newsletters, distributing flyers, sharing classroom newsletters, holding town hall and think tank meetings, and setting improvement goals and expectations in the teacher/parent handbooks.

Support for improving operational strategies contained in the purpose documents included getting buy-in from base commanders and parents to create systematic and systemic, Thursday-morning, focused-collaboration sessions for all teachers in all buildings throughout the system. The team witnessed the use of these sessions in all buildings and heard about the system's efforts to calibrate the sessions using DuFour's four questions about student performance. Seventy-nine percent of teachers who took part in AdvancED's collective conversations (n=148) held at all sites indicated that leadership expected teachers to collaborate with colleagues, and 76% indicated that focused collaboration sessions were the primary source for professional learning. Principals report regularly to community superintendents about their continuous improvement efforts and have incorporated this strategy into the individual professional learning plans. So prevalent is the system's efforts to implement this strategy that one student said to a team member, "it's called 'collaboration,' not 'teamwork'."

**Powerful Practice #2**

The system maintains and implements with fidelity documented and formalized processes to identify and address the specialized needs of learners.

**Primary Standard:** 2.9

**Evidence:**

DoDEA regulations that are currently in place establish the processes for the identification and referral of students needing additional services. Parents reported the process for their student qualifying for support services was long, but it was done correctly and they were very happy with the outcome and services provided as a result. During classroom observations, the implementation of specialized services to address student needs was evident and conversations with teachers verified the fidelity and rigor of the processes available to all students.

DoDEA regulations provide processes for the addressing of all learner needs, including social/emotional, academic, and development. The team observed these being delivered to students in all schools through a variety of programs and services. Some examples of academic support include, Tier I/II/III math and reading, Read 180, Learning Specialists, tutoring, LLI reading and Gifted education all observed within the system's schools. Various levels of special education accommodations were observed and mentioned in teacher and parent interviews.

Regular program monitors periodically (quarterly) visit all schools to ensure fidelity of implementation, effectiveness and compliance for specialized programs. Built into the program monitoring are "after action reports". They are submitted to all principals outlining changes and/or modifications that need to be made to ensure continued success with students. Follow-up by the monitors ensure they are implemented.

**Powerful Practice #3**

Europe East District strategically aligns human, material and fiscal resources in support of initiatives that ensure success for all students with a particular emphasis on providing instructional support by maximizing human capital.

**Primary Standard:** 3.7

**Evidence:**

The school district is fully supported by DoDEA in the provision of teaching and learning materials and fiscal support for its initiatives. Curricular materials are available including technology hardware and software and project-based inquiry materials. These materials are on site and available through the supply function at each school under the direction of a supply clerk position. Of the 89 leaders interviewed in leadership conversations, 63% indicate that they ensure equity for teachers in the school by providing resources and/or support based on needs.

Support for the professional growth of all staff are provided as a resource in a number of ways including released time for collaboration (focused collaboration), specific training and professional development opportunities and the early stages of the implementation of the DoDEA walk-through to provide teaching and learning feedback. When posed the question, "From what sources do you receive professional learning?" respondents indicate that this happens through online courses (44%), through professional learning communities (76%), through job-embedded learning (35%), and by attending conferences (15%).

The most powerful way that Europe East is using its strategic resources is through the building of quality and supportive relationships between the administration, the Instructional Support Specialists, Teacher Leaders,

Community Superintendents and the faculty and staff at each school. The school system through the DoDEA Restructuring for Student Achievement initiative (RSA), has placed these individuals strategically around the district to provide just in time support. The school district has targeted the development of powerful and positive relationships between these individuals, the Teacher Leaders and the Community Superintendents to move everyone forward in its continuous improvement efforts. Community Superintendents have held several “Engagement Conversations” with the school leaders and their leadership teams. These conversations are another example of the strategic use of human capital. During the course of the Engagement Review, the Lead Evaluator engaged every one of the 32 school principals in a conversation around the value, impact and outcomes of these Engagement Conversations. Although each of these events took on a different flavor depending upon the needs and personalities of the individuals, in every case principals could identify outcomes that demonstrate positive impact from the time spent. To describe this impact, phrases often heard were

- It forced us to reflect over our practice in ways we had not done before
- It engaged our teacher leaders and others in a targeted look at continuous improvement
- It led us to focus more deeply on the question of “How do we know?”

These Engagement Conversations are an example of modeling for administrators and teachers the power of collaboration. When teachers were asked in the Teacher Conversations “What does your leader expect of you?”, 79% of the teachers responded “to collaborate with colleagues.” Such quality assurance practices will continue to increase the district’s capacity for continuous improvement.

## Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

### Opportunity for Improvement #1

Integrate student use of digital resources to foster research, collaboration and the creation of original works to support learning.

**Primary Standard:** 3.5

#### Evidence:

The district has an abundance of digital resources, including Smart Boards, Computers on Wheels, Chromebooks, document cameras (ELMOS), graphing calculators, and access to digital learning suites, such as Google Apps for Education, Wixie, MacinVIA, Schoology, GradeSpeed, Reading Counts, RAZ and Previ Learning. Technology was found in centers throughout the primary grades. Other examples were Applied Technology students that were found using applications for coding; other students were creating projects and presentations and collaborating to develop projects. Some intermediate, middle and high school students were also observed using technology to collaborate, research and develop projects; however, full integration of technology was not evident or systemic across the district.

During the district in-brief, one of the leadership staff members recognized, "... technology is an opportunity for growth in all of our schools." Found through classroom observations, using the Effective Learning Environments Observation Tool® (eleot®), the Digital Learning Environment resulted in an overall rating of 1.58. Within the Digital Learning environment, the lowest finding was with Item 1, *Learners use digital tools/technology to communicate and/or work collaboratively for learning*, which was rated as 1.41.

Additional data gathered from leadership conversations found that 97% of leaders believe students primarily use technology in classrooms to create projects and presentations, and 72% indicated that student technology is used for research. During classroom observations, however, the team was unable to verify the use and integration. Through additional conversations with staff, the team learned that the Internet connection, across most schools and complexes, is unstable and unreliable. The team found that teachers primarily used the Smart Boards as whiteboards and to project worksheets.

### Opportunity for Improvement #2

Improve the implementation of formative assessments and consistent use of data to ensure learner achievement and success through consistent, on-going evaluation of learner performance and monitoring at classroom, building and community level. (Additional Standard 2.11)

**Primary Standard:** 2.10

#### Evidence:

A consistent policy is in place for the A-F grading scale across grades 4-12 and the district reports grades in Gradespeed. Teacher and parent interviews indicate that grading practices vary from teacher to teacher and school to school. Parents interviewed indicate a desire for consistent practices and policies for grading breakdowns and late work submission policies. Schools report that they would like to see grading and reporting practices aligned to the standards that they are holding students accountable to and educating parents on what the grading process means and looks like.

All schools are using the BAS, SRI, PARC, PSAT, and AP end of course exams as a consistent summative assessment practice. The district has convened a district-wide task force to develop common math unit assessments. The unit math assessments have been modified from the previous CEPAs and some schools are

implementing these while others are not; it is currently optional to use the CEPAs.

The use of formative assessments is emerging across schools and within schools; many teachers are unaware of how formative assessment can influence instructional practice to allow for differentiation of instruction. Teachers reported using rubrics to monitor student progress, but the rubrics weren't always tied to specific activities nor did they demonstrate embedded rigor by progressing student learning (such as through Bloom's taxonomy levels). Nearly 80% of teachers interviewed reported using rubrics or checklists to monitor learning progress and 69% of leaders reported the same.

Parents reported they would like more "real-time" grade input; "my daughter had an A until the last week of school and then she had a D" because the teachers weren't inputting the data regularly. Students weren't always sure how their learning was assessed and graded, and there was limited evidence that learners monitor their own learning progress. 82% of teachers reported that they show students learning is a priority by holding students responsible for their own learning, which may be a disconnect from students knowing how they are being assessed; 76% of teachers state they talk with students about their progress.

Parents reported that documents used to report progress are clear and understandable, and are standardized across the district.

Many schools are beginning to bring student work to focused collaboration; in some schools this is an established practice. 62% of leaders interviewed reported that they frequently talk about student achievements to show that learning is a priority. Schools are beginning to understand how this data can be used to inform their instruction but there is limited evidence that schools are making changes as a result of the data. Teachers have received some training in analysis and use of data, but this isn't consistently implemented or monitored across the district; some schools have developed their own courses on using and analyzing data that some teachers in their schools have participated in.

## Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

### Improvement Priority #1

Clarify, implement, and evaluate staff supervision processes to address improvement in both professional practice and organizational effectiveness with an emphasis on instructional rigor and differentiation. (Additional Standard 2.1)

**Primary Standard:** 1.6

#### Evidence:

The Engagement Review Team was able to locate artifacts that clearly defined the teacher and staff evaluation processes including models of exemplary performance contained inside an evaluation rubric. When asked about supervision, however, there was a lack of consensus from building and system leaders about expectations both in process and outcomes. When asked about processes for supervision of ISSs, both leaders and ISS staff reported no collection of data to study their effectiveness both at the operational level and their impact upon student achievement.

Teachers and school principals reported administrators visiting classrooms multiples times, but were unsure of the instruments used for these walk-through visits, or wondered about the expectations connected to supervision. Some reported use of the eleot and others reported a DoDEA wide document they used. Most were unsure about how often these tools were to be used and how data were collected and analyzed to determine systemic areas of improvement.

Some principals were clear to draw the line between supervision and evaluation, and consequently, hesitated to provide direction to teachers beyond that contained in the evaluation document. During classroom observations, the team noted sporadic instructional delivery techniques and inconsistent attention to differentiated instruction. Ultimately, the results from the Engagement Review Team's eleot observations found low quantitative evidence for students engaged in differentiated learning opportunities and activities to meet their needs. Scores obtained from the observations also indicate that in the area of high expectations (Environment B: High Expectations) the overall score of 2.86 was the next to lowest of the scores. "Learners demonstrate and/or are able to describe high quality work" (2.64) and "Learners engage in rigorous coursework, discussion, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (2.75) were the two lowest items in this environment.

### Improvement Priority #2

**Design and implement a formal K-12, district-wide college and career planning process.**

**Primary Standard:** 2.8

#### Evidence:

The Team found very sporadic evidence of services or programs within some schools that supported students in their career planning and success at the next level. During parent interviews, little knowledge of comprehensive career planning was reported. There were reports of Career Days, College Days, military recruitment and other activities, but not on a comprehensive or system-wide basis.

The development of student goals was rated lower on the SQF for many schools. The Team found little evidence of students setting personal goals on a systematic or systemic basis. Little evidence was available to indicate that the community is involved in college and career planning processes. The System Quality Factor response

indicates that community assets are not firmly embedded to improve learner outcomes.

The school district is focusing on the implementation of the CCRS (College and Career Ready Standards) as one of the facets of Priority 1. The next level of implementation is the focus on the student as a ready product. Getting the knowledge embedded in the students at the instructional level is critical, but desired outcomes for pursuing life after DoDEA graduation hasn't been a focus yet. It is ever more important that students be given on-going exposure to career choices.

**Improvement Priority #3**

Develop and implement expectations, structures and protocols for the effective execution of Focused Collaboration. (Additional Standards 1.7, 3.1)

**Primary Standard: 3.2****Evidence:**

In alignment with Priority One, the Europe East District has fully-embraced Focused Collaboration and worked diligently to ensure that each complex has the same early release or late start, which supports collaboration across grades, subjects and schools. The Focused Collaboration time is protected and has brought together instructional staff each week, for 45 minute periods, in which staff may either self-select the group of choice/need each week and/or select a group with which collaboration is ongoing for the year. Strong support and engagement was found through conversations with leaders and teachers. Of the 147 teachers that engaged in conversations with the review team, 76% noted that professional learning communities (PLCs) are the means in which they receive professional learning. Of the 89 leaders that engaged in conversations with the team, 82% indicated that they are provided with professional development through PLCs. An additional 53% noted that professional learning is job embedded.

While the system is to be commended for protecting the incorporation of Focused Collaboration, the Engagement Review Team was unable to determine a structured, systemic process for monitoring the impact of the work in Focused Collaboration and the effect on student achievement. Team observations of collaboration time were not demonstrative of systemic in-depth conversations. The teams found inconsistencies with implementation of the protocols. Although the team observed some formalized collaboration, the majority of the groups were engaged in informal discussions, with little to no data. The team learned that student work is shared once per month, but effective use of data was not evident during the time in which the team observed various groups.

Recognized during the district in-brief, the team also found little evidence that groups were using DuFour's Four Questions effectively. Administrators, leaders and teachers expressed the need for training in further understanding and the authentic use of DuFour's Four Questions. In support of the effective use of Focused Collaboration, the district has been provided with the DoDEA *Professional Learning Communities Guidance for Collaboration Time*, which will enhance and support focused, structured, and efficient use of time.

## Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the 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 and the results of elite classroom observations. 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.

Institution IEQ	<b>322.57</b>
-----------------	---------------

### Conclusion Narrative

#### Foreword and Context

In a recent internal communication to the staff of AdvancED, Dr. Mark Elgart, President/CEO defines continuous improvement in this manner:

***Continuous improvement is an embedded behavior within the culture of a school that constantly focuses on the conditions, processes, and practices that will improve teaching and learning.***

In the context of continuous improvement, it is important to note how Europe East School began a serious journey focused on continuous improvement. This report will outline some of that journey in an attempt to establish consistent procedures and protocols to move all of DoDEA forward in its continuous improvement journey. Last May (2017), several of the leaders of both Europe East and Pacific West participated in the Pacific South External Review. At the conclusion of this Review, the Lead Evaluator provided an overview of the Continuous Improvement System (AdvancED) to these leaders in anticipation of their Engagement Reviews to be conducted in the spring of 2018. This initial overview and discussion allowed the leaders and the Lead Evaluators to begin building and establishing the importance of a new focus of the work around accreditation. From that early summer day until the actual Engagement Review for Europe East, a regular and continuing conversation was held between the Lead and members of the Europe East leadership team. In September of 2018, the Lead Evaluator conducted four days of training for the leaders of Europe East (two days in Ansbach and two days in Kaiserslautern). In that training event, a clearer understanding of the Continuous Improvement System evolved. These days of training and the subsequent conversations held over the months between then and the Review set the stage for what the superintendent referred to as the “Europe East/AdvancED Partnership for Continuous Improvement.” Even the training itself broke ground as the Lead Evaluator/Training worked with the district leadership to engage all participants in exercises that focused on the “marriage” of school and system improvement efforts and the look at school and quality system factors. The school district clearly embraced the concepts around continuous improvement that can best be defined with the philosophical underpinning that “accreditation is not the goal, but the outcome of quality teaching and learning embedded in systemic and systemic continuous improvement processes.”

It is critical in understanding the Europe East journey that one must understand the context in which this journey is underway. Europe East is a newly formed school system merging the Bavarian School District and the Kaiserslautern School District which occurred officially in the fall of 2016. This transformation reorganized and realigned the schools into a new and single school system (district).

Prior to this Engagement Review, each of the schools in the Europe East School District had hosted individual school reviews whose primary focus was on the individual school, its “picture” with respect to accreditation and the Quality Standards for Schools model. The new school “system” has moved from this model to a systems model for accreditation. Europe East has fully embraced the concept and through various initiatives across the system has begun (and continues to embrace) the systemic nature and power of continuous improvement. Europe East is the second DoDEA school district to engage with the Continuous Improvement System model (with Pacific West hosting the first in April, 2018).

A number of new initiatives are being implemented across all of DoDEA including focused collaboration, a new instructional walk-through, and the implementation of a new student assessment system.

In keeping with DoDEA’s philosophy and support for “one DoDEA”, this initial year of implementation was characterized by a tailored and intentional training process. This training process is characterized by the following activities:

- Training was provided by the same facilitator for ALL DoDEA systems during the 2017-2018 school year. This training was a two-day event for all participants and included not only engaging in understanding the focus on continuous improvement, but also in taking each school system where it is and reflecting on current reality and the emphasis on moving forward. The most important message that resonates from this approach is that continuous improvement is a lifestyle and not preparation for an event (the old External Review). By having all eight DoDEA systems engaged in training, the message is clear that continuous improvement is the focus and is ongoing. Pear Deck (an online training tool) was used which allowed participants to engage with the content and to manage their own learning in real time. The program was designed to allow participants to have the slides resident on their own laptops and the ability to take their own notes alongside the appropriate slides. This program also allowed participants to respond, ask questions, and assess their own learning in a format that provided interaction among all participants. At the conclusion of each day, participants received their own “personalized” handouts in the Google Drive to frame their learning and to provide reference points during their Improvement Journey.
- Considerable time was spent in each training focusing on the concepts of “it is all about you and not us (AdvancED).” Deep reflection activities focused on the Healthy Culture quality factor with the understanding that a look at school and system culture is essential in moving forward. The statement “Culture trumps strategy every time” has been attributed to management guru Peter Drucker and this concept formed the framework for a deep and personal look at school cultures to support teaching and learning at the highest levels. Participants took a survey prior to the second day of training that had them look at their own cultures in the context of “toxic versus top notch”. The results of this survey formed the second day culminating activity during the training session.
- Much of the training was focused on the initiatives of DoDEA and its Priority 1 as stated by Director Tom Brady:
  - *We must strengthen DoDEA’s standards-based educational system by transitioning to*
    - *college and career-ready standards that are infused with rigor and relevancy*
    - *a common standards-aligned curriculum*
    - *a common instructional framework*
    - *a common assessment system.*
- In almost all of the training experiences, a three-member team from AdvancED supported the work of the school system both in the engagement processes as well as providing technical assistance in understanding and managing the eProve suite of tools.
- The AdvancED Lead Evaluator Training and the Team Member Training were revised during the summer of 2017 to include a module on Understanding Culture. This module was built on research around individual responsibilities for embracing the various cultures and in a clearer understanding of a number of cultures that are part of the AdvancED network.
- Two webinars were hosted by the Lead Evaluator with team members to transition their thinking not only about new processes and protocols, but also in understanding the importance of the culture that provides educational opportunities for military-connected families.

It is to be noted that the newly released *Blueprint for Continuous Improvement* (Department of Defense Education Activity Strategic Plan SY2018/2019-2023/2024) has a clear focus and expectation for continuous improvement and as evidence regarding the unique partnership that DoDEA has with AdvancED, the definition for continuous improvement has been taken from the AdvancED glossary definition of continuous improvement.

With respect to the activities of the Engagement Review Team while on site, several events took on a different flavor, one in which the focus was on understanding the journey.

- On Monday, May 7, 2018, the activities of the district in-brief focused heavily on engaging team members in understanding Europe East’s Improvement Journey. The Improvement Journey overview engaged all of the leaders of the system including its Instructional System Support (ISS personnel). Rotating groups afforded Engagement Review team members the opportunity to engage with all of these critical support personnel.
- Specific onsite protocols were established by the team captains in virtual discussion forums prior to arrival. During these forums, the leaders established consistent procedures for all schools with respect to the leadership meetings at the beginning of the school reviews, as well as consistent procedures and topics for the concluding meetings held with each school leader and leadership teams. Feedback cards were left in every classroom where observations occurred using the Effective Learning Environments Observation Tool (eleot®).
- Team members were given Domain assignments to allow them to look at the system through a clear and focused lens. The school teams had representatives from each of the three Domains (Leadership, Learning and Resources). During the course of the onsite review, Domain teams met to begin looking at patterns and themes across their individual school reviews that will provide insight and guidance captured in this report.
- Team members were also reminded about the unique organizational structure of DoDEA as recently defined in its Restructuring for Student Achievement. The responsibility and emphasis of the Engagement Review Team will be on those factors over which Europe East can exercise decision-making and control. Those areas that are the responsibility of the Region or the Headquarters may be addressed in the context of the role of the system, but not with accountability.

## Concluding Remarks

As the leaders and learners in Europe East review the information presented in this report, they will notice a real intent on the part of the writer to frame the onsite experiences in present tense. A continuous improvement focus is captured in what is happening and ongoing. Further, leaders and learners will note that the findings that emerge from this brief engagement experience are based on understanding that feedback is specific to the district and although challenges may be noted that are in a larger context, only those areas that are directly within the purview of the district are defined, particularly with respect to the Standards outlined in the Leadership Domain.

Europe East faces a number of challenges. Challenges are best defined as those factors over which the system has little control, but which do have an impact on the quality of teaching and learning within the system. Europe East has the responsibility to examine and determine how best to leverage these activities to move forward in its continuous improvement efforts.

For the Europe East System, this is their first experience with system accreditation. For all the years previous, schools in the Europe East (formerly Bavaria and Kaiserslautern) were engaged in an individual school accreditation process where individual teams spent greater time on each campus and provided specific feedback and findings to the individual campuses. In many ways this provided feedback to schools that may or may not be aligned with the system’s direction and goals. The major challenge ahead of the district is to develop and leverage systems thinking to create a continuous improvement surge across the entire district, all 32 schools. This is new territory for the schools and the school system. The system is beginning to make clear decisions about those kinds of decisions and programs that are the “non negotiables” that will be in place in every school and those decisions and programs that schools will have some discretion over given their own goals, plans and needs. This “defined autonomy”

process is critical to assuring that Europe East continues to move into a school system rather than operating as a system of schools.

Europe East has several challenges that are based on its mission to educate military connected families. Personnel and students change frequently due to transfers and soldier deployment. The changes in assignment occur throughout the year. These changes occur not only in the students, but also among faculty, staff and the school leaders. Openings are prevalent and finding quality educators is most difficult. Current background check processes and procedures are lengthy and positions may go unfilled up to 4-6 months while this process is concluded. Teachers and leaders in the school system have been substituting in classes on a regular basis to lessen the impact on instruction. Most recently, information indicates that this time factor has received some attention and some improvement has been noted.

The school district consists of 32 schools that are geographically dispersed. They have minimized the distance gap by locating support personnel and community superintendents as close to their respective areas as possible. Still given the distances, the district is challenged with providing regular, personal and direct support to all schools despite geographic location.

The greater school system organization, referred to as DoDEA (Department of Defense Education Activity) is going through a major Restructuring for Student Achievement effort (RSA) that has introduced a number of new initiatives in each school system. A professional learning community effort is being implemented (focused collaboration), a new administrator tool for conducting walk through observations is rolling out, and a new comprehensive assessment program has just been implemented DoDEA-wide.

Merriam-Webster offers one definition of culture that fits best the current situation in the Europe East system. Culture can be defined as “the set of shared attitudes, values, goals, and practices that characterizes an institution or organization.” Europe East has fully embraced a culture-building mentality strengthened by systemic and systematic processes with clear goals and expectations with the focus on awareness and commitment.

#### Themes

During the course of the past several months, the leaders of Europe East have initiated a regular and systematic approach to looking at continuous improvement in the context of each school. Community Superintendents have conducted “engagement conversations” with the leadership teams of each school. These conversations have afforded the professionals the opportunity to engage in reflection over practice in each site and the development of more powerful and meaningful relationships focused on what is best for students. It has created a greater sense of accountability around the critical expectations of the school system with a focus on improvement. It is further an indication of the district’s focus on engagement as the foundation moving toward sustainability of efforts. This “quality assurance” process was collaborative and effective. During the Improvement Journey presentation, the events of the past two years was defined as “The Awakening” (Fall/Winter, 2016), “Real Planning” (Winter/Spring, 2017) and “Progress” (Fall/Winter 2018).

A number of curricular initiatives have guided the work of the schools and permeate the thinking of all members of the Europe East community. Even during training sessions, participants were called upon to use and demonstrate the effectiveness of these tools applied across a variety of scenarios.

- Interactive Read Alouds
- CLOSE Reading Techniques
- CUPS process.

In any system as large as Europe East, schools are going to be in various stages in the improvement journey. Improvement is a process and the Engagement Review Team attests to the expected inconsistency of implementation across the schools. The concept of school system accreditation is a focus on systemic quality and systematic implementation. The team conducted 1028 classroom observations with a minimum of 20 minutes each. This equates to a focused look at over 343 hours of instruction. During the course of the Review, interviews

were conducted with 1803 individuals including leaders, teachers, students, and parents. The team brings over 1000 years of educational experience to this endeavor (10+centuries). These factors provide a high level of confidence to the findings contained in this report.

During the course of the Engagement Review, the Lead Evaluator and Associate Lead Evaluator physically visited every school and engaged with each of the administrators around some key questions. In addition to discussing the outcomes of the engagement conversations, one other key question focused on sustainability. With upcoming changes in administration in Europe East, the key question was “what impact will this change in leadership have on the sustainability of the newly implemented continuous improvement processes?” In every case, administrators felt that the commitment and processes underway were deeply embedded in the heart of the work of the district and that this high level of commitment would carry the work forward.

One cannot overemphasize the importance of first impressions. During the onsite visit for each campus, the Lead Evaluator informally conducted a “Family Friendly School” assessment. Several key impressions were addressed across all 32 campuses and this information in detail will be provided to the school district leadership. Topics addressed included

- The ease of locating the school within the community and The ease in identifying the front of the building (Agree: 26/32)
- The welcoming environment provided by the front of the school. (Agree 24/32)
- The security practices in place for guest badges, etc. (Agree 30/32)
- The friendliness of front office staff and clear signage with respect to main office, etc. (Agree 30/32)
- The display of student work throughout the building. (Agree 22/32)

The results of this project are reported in the percentage of agree, neutral and disagree. In most cases, all areas addressed were in the “agree” category. Several areas that may be considered for review are in the areas of a clearly defined front of the school as well as improving the overall appearance and first impressions of the front of the school building. Even though many schools are anticipating new buildings in the near future, it is important to note that the current buildings may benefit from this fresh look at first impressions.

#### Next Steps

Institutions that focus on Continuous Improvement as its “how we do business” model, will clearly understand the logical structures that will build and develop a powerful system that culminates in quality learning experiences for all students. Focusing on **Engagement** early and consistently has built a strong foundation in Europe East for continuous improvement. Europe East has captured these processes in their focus on awareness and commitment. The **Degree and Quality of the Implementation** of initiatives and strategies is critical as a next step in this journey. How this is done and how well it is carried out will determine the success of its efforts. As the engagement and quality of implementation are consistently demonstrated, the level of **Embeddedness** will create stronger levels of commitment and establish a deeply embedded culture of continuous improvement. Paying attention to these major themes of Engagement, Degree and Quality of Implementation and Embeddedness will increase the quality of measurable **Results**. The ultimate success of any highly successful continuous improvement system/culture is the level of **Sustainability** as measured by longitudinal results.

Europe East has begun an important journey of systemic continuous improvement by building a firm foundation on awareness and commitment. High levels of commitment coupled with effective and meaningful tools will continue to move them forward in reaching the mission to “educate, engage, and empower each student to succeed in a dynamic world.”

In summary, the school system is faced with the challenge of implementing practices of high quality system-wide. “Pockets of excellence” were found all across the school district. In true continuous improvement commitment, the goal is for all children to be found in these pockets of excellence. One year later as we reflect over the partnership that has developed between Europe East and AdvancED, it can truly be said that Europe East focuses on doing the right things for the right reasons. Commitment and awareness are clearly evident across the district.

When asked the question “What does leadership expect of you?” 79% (116/148) of the teachers interviewed responded with “collaborate with colleagues” and 50% (74/148) responded with “use data to understand student needs”. One cannot overemphasize the personal nature of schooling and the tremendous support these military-connected students and families receive. When asked “how do you know your students are learning?” 76% of teachers interviewed (112/148) responded “I talk to my students about their learning progress.” James Comer, a well-known educator and child psychiatrist, has said, “No significant learning can occur without a significant relationship.” The foundational relationships are in place for Europe East to continue its improvement journey so that learning is truly “significant” for every child.

## Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their 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 their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

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 Improvement Priorities 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 your 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 eleot® 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><b>Dr. W. Darrell Barringer</b> Lead Evaluator</p>	<p>Dr. Barringer's educational career spans 42+ 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 BA is in Biblical Education from Columbia International University, and his MEd (Elementary Ed), his EdS (Administration) and PhD (Elementary Ed) 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 has been named Senior Director, Engagement Services for AdvancED.</p>
<p><b>Dr. Maria Ojeda</b> Associate Lead Evaluator</p>	<p>Dr. Ojeda is the Regional Director for AdvancED Latin American and Puerto Rico. María received a 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 both as a preschool and elementary teacher; a principal at the University of Puerto Rico Laboratory Elementary School; Associate Dean of Academics for the University of Puerto Rico; and, 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. Maria has worked extensively in Latin America, the Caribbean, Europe, Asia and the Middle East as a Lead Evaluator, consultant and presenter. 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><b>Dr. Carl Albrecht</b></p>	<p>Carl Albrecht is the new Community Superintendent with the Europe South District Team. He is also new to the 'newly' created position in the Naples Satellite Office located in Naples, Italy. Still a part of the Europe South DSO growing out of the DoDEA restructuring to have instructional leaders closer to military communities. This office will serve directly families and schools located at the 4 Navy sites of Bahrain, Sigonella, Rota, and Naples. The school located at Moron AFB in Spain will also be in the Satellite footprint. Mr. Albrecht is by no means new to any of DoDEA and has served as a teacher, school administrator, and at district offices in Japan, Korea, Germany, the United Kingdom, and the Mediterranean where his heart is, wife Lucia. They have two sons, graduates of Bahrain Unit School and London Central MHS/D. Mr. Albrecht is from Michigan, a graduate of MSU and later Boston University. When asked what assignment was the best, " . . .they all are. Even the year deployed to Kabul, Afghanistan."(He earned the Civilian Superior Service Award.) The motto that guides his professional behavior comes from Robert F. Kennedy: If no one is in your way, you're not going anywhere. I am proud to be a part of DoDEA.</p>
<p><b>Carmen Pough Banks</b></p>	<p>Carmen Pough Banks is an educator who has taught on the secondary and post-secondary levels and has now retired from the SC Department of Education. Carmen has served as a secondary teacher as well as a postsecondary adjunct professor. Mrs. Banks has a Master's in Education degree and 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 10 years, serving as a team member, team lead and is now certified as an Early Learning Lead Evaluator.</p>

Team Member Name	Brief Biography
<p><b>Dr. David Barnett</b></p>	<p>After serving 42 years in education, Dr. David Barnett retired in July 2016 from his position as Founding Dean for the Patton College of Education at the University of Pikeville in Pikeville, KY. Prior to accepting the Dean’s position, Barnett worked thirteen years as a faculty member at Morehead State University (MSU) in Morehead, KY. His responsibilities at MSU also included department chair, assistant dean, and director of the doctoral program. Prior to moving to higher education, Barnett served in the public schools for twenty-seven years. His P-12 experience spans several roles including middle school math teacher, P-12 instructional supervisor, federal programs coordinator, finance officer, assistant superintendent, and school district superintendent. He holds several teaching and administrative certificates. He has co-authored two books, <i>Valuing the Voiceless: Understanding Silent Students In and Out of the Classroom</i> and <i>Privileged Thinking in Today’s Schools: The Implications for Social Justice</i>. Both books focus on providing assistance for students who struggle in school. He completed his doctorate in educational leadership at the University of Kentucky in 1986. Barnett has lead or served as a team member for AdvancED on many External Reviews, Diagnostic Reviews, STEM Reviews, and most recently Engagement Reviews. He also serves on the Board for Kentucky AdvancED. Finally, Barnett serves as a founding board member for The Way, a decade-old Christian organization that financially supports an elementary school in Phnom Penh for children who live on or near the city dump. The Way also supports an orphanage located on the Meng Kong River about two hours north of Phnom Penh.</p>
<p><b>Dr. Ginger L. Blackmon</b></p>	<p>Dr. Ginger L. Blackmon is an Assistant Professor at the University of Alaska, Anchorage. Her roles include Educational Leadership Program Lead and Director of Accreditation and Assessment. 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. Dr. Blackmon's research agenda centers around three areas. 1. How does the accreditation process drive continuous improvement at school sites and within districts in Alaska. 2. What are the major patterns relative to Improvement Priorities, Opportunities for Improvement and Powerful Practices? What professional learning is necessary to support schools and districts in addressing these commonalities. And 3. What are the learning gaps of principals during their first three years in a school leadership role. What professional learning methods and content will effectively address these gaps with the goal of increasing retention in Alaska's rural areas.</p>
<p><b>Dr. Annette Bohling Advisor</b></p>	<p>Dr. Bohling joined AdvancED in 2006 and serves as the Chief of Global Operations leading the organization’s global initiatives and partnerships and overseeing the global continuous improvement and accreditation functions, policies, and procedures for accredited institutions and school systems in the AdvancED network around the world. Bohling’s professional career spans 39 years, including the fields of education, business, and law. Her experience includes teacher, administrator, deputy state superintendent, interpreter/translator, and attorney. She was the chief architect in the design of Wyoming’s assessment and accountability system under No Child Left Behind and served on the national committee for formative assessment. Dr. Bohling’s degrees are from the University of Tulsa College of Law, University of Wyoming, Northeastern State University in Oklahoma, and Oklahoma State University.</p>

Team Member Name	Brief Biography
<p><b>Jill Bramlet</b></p>	<p>Jill Bramlet is a retired elementary principal from Wheatland, WY where she served for 17 years. She received her Bachelor of Science degree in Elementary and Special Education from Black Hills University and her Masters’ degree in Education Leadership from the University of Wyoming. In addition to serving as an elementary principal, she has served as an Executive Coach and Project Coordinator for the Wyoming Center for Educational, Executive Director for the Wyoming P-16 Education Council, District Special Education Director, kindergarten teacher, and elementary special education teacher. Ms. Bramlet has served as a Lead Evaluator and team member on several system and school Engagement Review Teams throughout the United States. In addition, she has served as a School Lead and team member on numerous Department of Defense Engagement Reviews world-wide.</p>
<p><b>David Dinges</b></p>	<p>Mr. David Dinges has served as DoDEA Americas Southeast District ISS for Assessment and Accountability since June 2015. A native of Vicenza, Italy, Mr. Dinges grew up in an Army family as a military child and spent his childhood years living overseas. His father is an army retiree with 20 years of honorable service and his mother an Italian opera singer from Verona, Italy. He graduated in 1986 from Vicenza American High School, a Department of Defense Dependents School in Italy. He earned a bachelor’s degree in Political Science from McDaniel College (formerly Western Maryland College). Mr. Dinges is an army veteran and served as a Military Intelligence Analyst. He subsequently earned a master’s in Education Administration from the University of Phoenix. Prior to joining the Southeast District, Mr. Dinges was the Principal of both Ramstein Middle School in Ramstein, Germany and Seoul American Middle School in Seoul, Korea. Both schools won the National Blue Ribbon Award from the U.S. Department of Education under his leadership. He previously taught elementary and middle school students in; Grafenwoehr, Germany, Iwakuni, Japan, Ft. Meade, Maryland, and Stephenville, Maryland.</p>
<p><b>Susie Eisa</b></p>	<p>For nearly two decades, Susie has had the great pleasure of serving children and international education communities. Born and raised in Baton Rouge, Louisiana, she studied elementary education at Louisiana State University and graduated magna cum laude from Kaplan University. After serving in an international school in Cairo, Egypt for four years, Susie joined AdvancED in 2006 and is currently serving as the Senior Director of AdvancED Global Services, supporting over 1,100 institutions in 70 countries with accreditation and continuous improvement. She has served as a kindergarten classroom teacher, SAT center supervisor, assistant registrar, professional services director, and she has performed on both ends of accreditation, serving on school improvement committees and on numerous Engagement Review Teams in the United States, Latin America, Europe, the Middle East and Far East.</p>

Team Member Name	Brief Biography
<b>Carrie Ann Finke</b>	Carrie Ann Finke’s career in education began in 1982, working for the Colorado North Central Association, Commission on Accreditation and School Improvement (NCA CASI) state office. In 1989 she relocated to Arizona to work for the NCA CASI Regional Office. In 2006, she played an integral part in laying the infrastructure for the unification of NCA CASI and SACS CASI to form AdvancED. Carrie Ann’s current role with AdvancED is Director of eLearning. Her passion is online learning and as an instructional designer, her primary role is to design and develop quality instruction for AdvancED’s Online Classroom. It has been Carrie Ann’s privilege to serve on a number of AdvancED Review Teams for schools, systems, and digital learning institutions, including DoDEA School Systems (Department of Defense Education Activity) overseas. Carrie Ann holds a degree in Computer Technology and earned her Certification as an eLearning Instructional Designer. She is a member of the Phi Theta Kappa International Honor Society.
<b>Michelle Foley</b>	Michelle Foley joined AdvancED in 2007 and serves as the Senior Director of Membership Services. Michelle leads the AdvancED Customer Service and Operations Management Services teams for AdvancED. In addition to membership services, Michelle is responsible for accreditation management services, data governance activities, and she provides technical assistance and professional development to AdvancED operations staff. Michelle holds a bachelor’s degree from State University of New York (SUNY) and is currently enrolled in the MBA program at Louisiana State University. Michelle is a past branch board president for the Boys & Girls Clubs of America and continues to volunteer her time with many charitable organizations promoting the health and welfare of children and families.
<b>Dr. Mary Anne Hipp</b>	Mary Anne Hipp has committed her education career to teaching and learning, having served as a Kindergarten and elementary classroom teacher in both private and public education, as well as an elementary principal for a combined 50 years. She has served on numerous reviews for AdvancED across the United States and in Latin America. Ms. Hipp has been an AdvancED System Lead Evaluator for the past 8 years, serving public systems, faith-based systems, and Education Service Agencies. She holds degrees and certifications in Music Education, Kindergarten, Elementary Education, and a Masters +30 Degree in Education Administration. In addition to accreditation work, she serves as a private consultant for School Board Development.

Team Member Name	Brief Biography
<p><b>Dr. Lisa Holloway</b></p>	<p>Dr. Lisa M. Holloway joined DoDEA in 2013 and has 31 years of experience as an educator. She has served in the capacity as teacher, Administrative Assistant, English Language Arts and Gifted Coordinator, Model Teacher Leader, Project Administrator, Interim Principal, Chief of Curriculum, Instruction and Assessment, and Chief Academic Officer. Dr. Holloway was the Chief Academic Officer for the Sumter School District in Sumter, SC before coming to DoDEA. While in Sumter, Dr. Holloway designed, implemented, monitored, and revised the 5-year district-wide Common Core State Standards (CCSS) Implementation Plan and developed professional development for all educators on the new CCSS and pending Smarter Balanced Assessment. Dr. Holloway also worked collaboratively with Shaw Air Force Base officials in the administration of two site-based district dependent elementary schools. Prior to relocating to South Carolina, she served as the Project Administrator for Instruction and Student Support for the Office of High Schools of Atlanta Public Schools where she provided vision, leadership, and coordination of programs for the High School Transformation initiative. During her tenure in Atlanta Public Schools, Dr. Holloway was instrumental in the opening of two single gender high schools as well as the addition of an International Baccalaureate Diploma Programme. She has served on AdvancED review teams in both Georgia and South Carolina. Dr. Holloway holds a Bachelor’s Degree in Professional English/Education, a Master’s Degree in Curriculum and Instruction, a Master’s Degree in Educational Administration, a Specialist’s Degree in Educational Administration, and a Doctorate in Educational Leadership.</p>
<p><b>Dr. David Hurst</b></p>	<p>Dr. Hurst is responsible for the management of AdvancED’s Professional Services for the Global Sector. He lives in Arizona. Prior to the beginning of AdvancED, Dr. Hurst served as the Associate Executive Director for Professional Development of the North Central Association Commission on Accreditation and School Improvement (NCA-CASI). Before coming to NCA-CASI, he served on the educational administration faculty at Wichita State. Dr. Hurst was a principal and a classroom teacher.</p>

Team Member Name	Brief Biography
<p><b>Dr. Christy Huddleston</b></p>	<p>Dr. Huddleston has more than 20 years of experience in education. She began her career as a high school science teacher and girl’s golf team coach in Harris County, Ga. She was selected as the Parent Teacher Student Association Star Teacher in 2001 and went on to serve as the high school guidance department chair and school testing and curriculum coordinator for Harris County High School. In 2006, Dr. Huddleston was promoted to District Secondary Curriculum Instructional Coordinator and then as the Assistant Superintendent for Curriculum, Instruction and Assessment starting in 2009 for Harris County School District in Georgia. In 2012, she was selected as the District Superintendent for DoDEA Americas GA/AL District. In 2016, she served as the interim Director for DoDEA Americas/DoDDS Cuba for one year. Currently, she is the DoDEA Americas Southeast District Superintendent; serving 26 schools and 8 military installations. In 2011, she received a Doctorate of Philosophy in Administration of Elementary and Secondary Education from Auburn University, Alabama. Additionally, she earned her Educational Specialist and Master’s Add-on in Educational Leadership and Administration from Troy University. She also earned her Master’s Degree in School Counseling and Bachelors of Secondary Education in Science from Columbus State University where she was awarded with a Certificate of Academic Honor and Outstanding Accomplishments in Science. Dr. Huddleston served on the UTeach Grant Steering Committee and the Institutional Review Board for Columbus State University.</p>
<p><b>Dr. Samantha Ingram</b></p>	<p>Dr. Samantha Ingram is a native of Alabama and began her career in education as a science teacher. Currently, Dr. Ingram serves as the Chief of the Center for Instructional Leadership for the DoDEA Americas Region. Samantha has over 20 years in PreK-12 education serving in various leadership roles to include Superintendent of Schools in multiple locations. Most recently, she served as the Superintendent of the South Carolina/Ft. Stewart/DoDDS-Cuba School District for seven years. Dr. Ingram earned her Doctorate of Philosophy in Instructional Design and Development, an Education Specialist degree, and a Master’s degree in Secondary Science Education from the University of South Alabama. She earned her Bachelor’s degree in Biology from Auburn University, Auburn, Alabama. Throughout her career, she has been responsible for advancing student achievement by providing targeted, specific educational resources and support to district and school leaders. She also provides consultation services for public education and government agencies specializing in efficiency reviews and building leadership capacity.</p>

Team Member Name	Brief Biography
<p><b>Osiris Jolayemi</b></p>	<p>Osiris Jolayemi, serves as a Senior Learning Specialist with AdvancED (<i>a global organization specializing in school improvement and accreditation</i>) Engagement Services. Her current role with AdvancED merges her experiences working in Childhood education and her expertise teaching adults in the corporate world. Her passion for teaching and learning led her to pursue a career in education. She served as a classroom teacher for 14 years, teaching Childhood Education (K-6), and High School English. Osiris also enjoyed a successful career in Learning and Development in the corporate world, and served as a Corporate Trainer and Training Consultant. Working in Learning and Development helped to cultivate her skills as an adult educator.</p> <p>She is an active member/volunteer in the Association of Talent and Development (ATD- Greater Atlanta Chapter), and currently serves as Vice President of Programming.</p> <p>Osiris holds a Bachelor's Degree in Elementary Education/English and a Master's Degree in Adult Education and Development. Osiris' passion for teaching and learning has been a guiding principle throughout her life. Osiris recently became a lead evaluator, and has served on several AdvancED Engagement Review teams in the United States and Internationally.</p>
<p><b>Dr. Holly King</b></p>	<p>Holly King is the Director of Early Learning for AdvancED. She is passionate about supporting high quality educational opportunities for all learners. Dr. King holds a PhD in Leadership and Change, as well as Master's degrees in Early Childhood Education and Leadership and Change. Dr. King has directed early learning programs in private, non-profit, and school district settings, and held faculty positions in Early Childhood Education for eight years at three colleges. She brings expertise in best practices in early learning; strategic planning; quality assurance; data analysis; health, mental health, and disabilities services; family support; and professional development and coaching.</p>
<p><b>Kelly Knipe</b></p>	<p>Ms. Kelly Knipe has over thirty years in the education profession and currently is the Regional Director of Europe-Africa Operations with AdvancED. The Regional Director works closely with the Vice President of Europe-Africa Operations to develop and implement effective strategic plans encompassing AdvancED services, products, compliance, policies and regulations, and provides technical assistance, professional development and delivery.</p> <p>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 transitioned to the private sector to join AdvancED, where she has worked since July 2017.</p>

Team Member Name	Brief Biography
<p><b>Donna Mathern</b></p>	<p>Donna Mathern is a retired school-teacher, secondary and elementary school administrator and university supervisor of student teaching. She has served as both a lead and associate evaluator for AdvancED both 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 7 years, 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 6 years at the State Facilitator of Student Teaching and also functioned as supervisor for student teachers. She has 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. Her love of education continues to be felt working with both non-profit organizations and through the school accreditation process with AdvancED.</p>
<p><b>Dr. Mark Mathern</b></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. 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.</p> <p>Dr. Mathern has worked for over twenty 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 external review teams for systems and schools in Wyoming, Colorado, Nebraska, North Dakota, Georgia, Idaho, and DoDEA.</p> <p>Dr. Mathern has a BA in Teacher Education from North Dakota State University with majors in English and Classical Languages, an MA from the University of Wyoming in Educational Administration, and an Ed.D. from Seton Hall University.</p>

Team Member Name	Brief Biography
<p><b>Dr. Drew Moore</b></p>	<p>Drew Moore began his teaching career as an elementary music teacher in Shreveport, Louisiana. In 1978 he moved to the university setting adding multiple subjects to his teaching repertoire and there began working in accreditation through the Southern Association of Colleges and Schools (SACS). Professional experiences include public school education, media director at a residential high school for the gifted in math, science, and performing arts; instructor for the local university and university laboratory school administrator. Retired after thirty-three years in public and higher education, he now chairs and serves as Team Member on Engagement Review Teams at the school, district, distance learning, and corporate levels. Drew also serves on the Louisiana State AdvancED/SACS committee and the AdvancED Accreditation Commission. Degrees include: Bachelor of Music Education, Master’s in Music, Specialist Degree in Public School Administration and Doctorate in Education Technologies from Northwester State University in Louisiana.</p>
<p><b>Dr. LaVerne Outen</b></p>	<p>Originally from Summerville, South Carolina, Ms. LaVerne Elaine Outen graduated from Voorhees College with a Bachelor of Science in Business Education and a minor in Business Administration. Ms. Outen’s comprehensive educational background also includes a Master of Science in Curriculum &amp; Instruction, and Master of Science in Reading Education from The Citadel, The Military College of South Carolina, and Educational Administration from the University of San Diego. Ms. Outen is a career educator with wide-ranging experience in teaching and administration. During Her 14 year tenure in DoDEA includes service as a second grade teacher, Reading Specialist, Assistant Principal at Sullivans Elementary School in Yokosuka, and Principal of Sollars Elementary School in Misawa. Ms. Outen’s service is motivated by her conviction that all children can learn and deserve an educational experience marked by excellence. As a principal, Ms. Outen is dedicated to cultivating a community where high expectations for student academic proficiency and growth are supported through effective intervention. Ms. Outen partners with staff, parents, and community leaders to provide additional educational opportunities for students in and out of the classroom. As a life-long learner, Ms. Outen has embraced the many valuable lessons gifted to her through work with students, parents, school staff, command and the community. She looks forward to the many growth opportunities and avenues for service as the Community Superintendent for the DoDEA Japan District.</p>

Team Member Name	Brief Biography
<p><b>Barbara Jane Paris</b></p>	<p>Barbara-Jane (BJ) Paris is a longtime educator and past-president of both the National Association of Secondary School Principals and the Texas Association of Secondary School Principals. A recognized advocate for cyberbullying prevention, Paris has testified before Congress and several state legislatures, served on the White House Panel on Bullying and appeared in multiple media sources to include CNN Headline News, USA Today, and as a school safety expert on national television. She is the recipient of the ASCD Leader of Learners Award, US Commanders Award for Public Service, and the School Safety Advocacy Council Award. In addition to serving as the Texas Director for AdvancED, Paris has served on several panels and advisory boards to include the Juvenile Justice Division, US State Department, The Center for Disease Control, US Department Health and Social Services, and the Office of National Drug Control. Paris believes that schools are living organisms, they are either growing or dying - there is no status quo.</p>
<p><b>Jean Ann Petz</b></p>	<p>Jean Ann Petz has had the opportunity to work in public education as a teacher (math and science), a middle-level counselor, a district school improvement and assessment coordinator and assistant superintendent for secondary curriculum and assessment for 37 years. Also, within her career in education, she has worked for AdvancED since 1993, serving Kansas as both assistant director and director, regional trainer, and leader of numerous school/system/DoDEA reviews. In 2007, she retired, but maintains her connection with AdvancED by continuing to serve on and lead school, system and DoDEA teams as well as working as reader reviewer for all KS and OK reports. Jean Ann holds Master's Degrees in both counseling and secondary administration.</p>

Team Member Name	Brief Biography
<p><b>Kathleen Reiss</b></p>	<p>Prior to becoming the Community Superintendent of the DoDEA Americas Southeast District schools at Ft. Stewart, GA; Laurel Bay, SC; and Ft. Jackson, SC in 2016, Ms. Reiss served as the assistant superintendent of the SC/Ft. Stewart/DoDDS-Cuba District. She has held a wide variety of district staff and teaching positions that span a career of 39 years with the Department of Defense Education Activity in elementary, middle, and high schools. Her service as a school administrator has been in the DoDEA schools in Seoul, Korea; Ankara, Turkey; Vicenza, Italy; and Bad Aibling, Germany. In the former DoDDS-Frankfurt, Germany District Office, she held the position of School Improvement Coordinator, providing leadership and support to school improvement teams and ensuring that school improvement plans were congruent with district and HQ priorities. As a curriculum liaison of seven curricular areas in the DoDDS-Mediterranean District Office, she provided curriculum and instructional support to 17 schools in Italy, Spain, and Turkey. She taught in Guantanamo Bay, Cuba; Giessen and Bonn, Germany; and Ankara, Turkey. She was also deployed on a one-year assignment in Kabul, Afghanistan, with the NATO Training Mission-Afghanistan/Combined Security Transition Command-Afghanistan as the senior education advisor to the Afghanistan Ministry of Defense Chief of Training and Education for the Afghanistan National Army. She worked with a team of other Coalition Forces advisors to build ministerial capacity needed to achieve a smooth transition of security responsibility to Afghan security forces. Ms. Reiss remains committed to military children and to a belief that the success of each child is essential to the ultimate well-being of the entire school and broader military community. She believes that keeping a clear, strong vision as a focus and maintaining high expectations help to guide students, staff, and herself to heightened levels of achievement.</p>
<p><b>Maureen Ryff</b></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 earned several awards for excellence in education. 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 has served on numerous school and system Engagement Review Teams in the United States and overseas.</p>

Team Member Name	Brief Biography
<p><b>Steve Sanchez</b></p>	<p>Mr. Steven L. Sanchez has 33 years of experience as an educator and 27 years with DODEA. Mr. Sanchez was the Heidelberg District Superintendent 2010-2013 before coming to Vicenza. He served as the Kubasaki High School principal in Okinawa, Japan from 2006-2010 before going to Germany. During his tenure as principal, he added Advanced Placement courses and Career and Technical Education courses to the Kubasaki curriculum while graduating 99% of its seniors from 2007-2010. Mr. Sanchez served on the Far East Activities Council and the Okinawa Activities Council as well as serving on the DODEA Guidance Counseling Task Force from 2007-2009. In 2002 Mr. Sanchez was promoted to principal of Yokota Middle School in mainland Japan. Also in 2002, Mr. Sanchez received the Commander's Award for Civilian Service from the Department of the Army. While in Yokota, Mr. Sanchez was the coordinating principal of the Yokota schools, assisted in coordinating athletics and served as chairperson for the Kanto Plains Association of Middle School Principals. In 1997 Mr. Sanchez was selected as the Assistant Principal of Vicenza American High School. In 1990 he joined DODEA and moved with his family to Italy where he began teaching Spanish and Social Studies at Vicenza American High School. In addition to Spanish, Mr. Sanchez is also fluent in Italian. Mr. Sanchez earned his Master's Degree in Education from Framingham State College of Framingham, Massachusetts in 1996. That same year he entered the Aspiring Leader's Academy in DODEA, which he completed the following year. Mr. Sanchez began his high school teaching career in 1984 teaching Spanish and Physical Education in Vallejo, California. A native of Loomis, California, Mr. Sanchez graduated with Honors from the University of California at Santa Barbara in 1984 with a Bachelor's of Arts degree in Spanish. As an undergraduate he studied during the 1982-1983 school year at the University of Madrid.</p>
<p><b>Dr. Agnes Smith</b></p>	<p>Dr. Agnes E. Smith recently retired as an associate professor in the Department of Leadership and Teacher Education at the University of South Alabama. She taught graduate courses in instructional leadership, mentoring, and curriculum development. Prior to her work at USA, Dr. Smith was principal of a Grades K-8 school in Baldwin County, Alabama. She is the author of numerous articles related to instructional leadership, and she is co-author of a case studies book entitled "Case studies in 21st century school administration: Addressing challenges for educational leaders." Dr. Smith's research centered on factors that sustain effective local school leadership.</p>
<p><b>Lesley Wangberg</b></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 has served as a Lead Evaluator and as a team member on numerous AdvancED Engagement Reviews.</p>



[advanc-ed.org](http://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.*