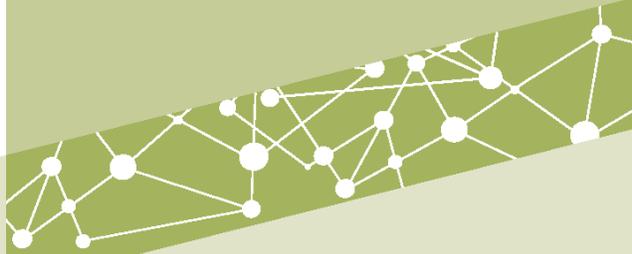


March 17 - 28, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

- » **Results for:**
Europe South (DoDEA)
Vicenza, Italy (DSO)

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Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

AdvancED Standards Diagnostic Results

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

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

Leadership Capacity Domain

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

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Meets Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Exceeds Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
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.	Meets Expectations
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 on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	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.	Emerging
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Emerging
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Exceeds Expectations

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

Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Emerging
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.	Meets 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.	Emerging

Effective Learning Environments Observation Tool® (eleot®) Results

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

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

eleot® Observations		
Total Number of eleot® Observations	481	
Environments	Rating	AIN
Equitable Learning Environment	2.94	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.43	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.42	3.74
Learners are treated in a fair, clear and consistent manner	3.47	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.43	2.06
High Expectations Environment	3.00	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.12	3.17
Learners engage in activities and learning that are challenging but attainable	3.14	3.14
Learners demonstrate and/or are able to describe high quality work	2.79	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.96	3.06
Learners take responsibility for and are self-directed in their learning	2.98	2.89
Supportive Learning Environment	3.37	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.27	3.66
Learners take risks in learning (without fear of negative feedback)	3.33	3.49

eleot® Observations		
Total Number of eleot® Observations	481	
Environments	Rating	AIN
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.44	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.44	3.66
Active Learning Environment	3.02	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.10	3.34
Learners make connections from content to real-life experiences	2.99	2.80
Learners are actively engaged in the learning activities	3.34	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.63	2.74
Progress Monitoring and Feedback Environment	2.94	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.78	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.26	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.22	3.37
Learners understand and/or are able to explain how their work is assessed	2.51	2.63
Well-Managed Learning Environment	3.39	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.55	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.52	3.83
Learners transition smoothly and efficiently from one activity to another	3.14	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.34	3.54
Digital Learning Environment	1.66	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.81	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.66	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.49	1.46

Focused Conversations

Specific and targeted input from all stakeholders is a critical element of understanding the continuous improvement processes in place within the school system. The Engagement Review Team made a concerted effort to not only conduct observations in most, if not all, classrooms, but also made a concerted effort to engage the stakeholders in conversations around a specified set of themes in keeping with AdvancED Standards. During the course of this Engagement Review, team members and leaders conducted 1091 such focused conversations as outlined below.

Focused Conversations	
Students	456
Administrators (school based)	26
Teachers	414
Support staff (school based)	45
Parents	123
System Leadership/System Instructional Support	17
Garrison Commanders	10
Total	1,091

Assurances

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

Assurances Met		
YES	NO	If No, List Unmet Assurances By Number
X		

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

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

Initiate

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

Improve

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

Impact

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

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

i3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	
Improve Opportunities for Improvement	Standard: 1.11 Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.10, 2.11, 2.12 Standards: 3.1, 3.2, 3.3, 3.5, 3.6, 3.8
Impact Effective Practices	Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 Standards: 2.6, 2.9 Standards: 3.4, 3.7

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

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

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

Institution IEQ	310.97	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified six themes from the review that correlate to the continuous improvement process for enhancing the goals of the system. These themes present strengths and opportunities to guide the improvement journey and are offered within the context of a clear understanding on the part of the team of the school system's recent journey. The Europe South school system did not exist as a school system three years ago but was several districts with each under the leadership of a superintendent. Since that time, the district was restructured into one school system consisting of 15 schools located in four countries across nine military commands, in two time zones, and under the leadership of one superintendent and two community superintendents. The superintendent has recently come on board from outside the DoDEA family ("outside the gate"). Additionally, this engagement review is the first for the school system in the systems accreditation model.

The system demonstrates a strong commitment to meet the unique needs of the whole child and is fulfilling the mission of supporting military-connected children and families. During the engagement review, team members recognized many unique educational characteristics found in Department of Defense Education Activity (DoDEA) schools which reflect the responsibilities and challenges of educating military-connected children. Through interviews with parents, leaders, teachers, and students, team members gained an understanding of the extensive efforts put forth by staff to ensure that military-connected students are "educated, engaged, and empowered" to succeed. These efforts are aligned to the DoDEA and Europe South mission and vision statements which are reviewed every five years to ensure relevant and stakeholder-informed purpose statements. During interviews and document reviews, team members learned of the challenges faced by students and family members as they frequently transition in and out of district schools. To meet these challenges and support the students and families, the system partners with the base command to implement numerous programs to support a successful transition into school and community. The importance of the role that each military-connected child brings to school every day is stressed through a number of activities. Students were observed reciting the Pledge of Allegiance at the beginning of the school day as a reminder of the importance that each has in the success of the military mission. Team members observed important values' messages posted throughout all schools that address the need for persistence, reliability, and resilience in support of the mission. Staff and students described the Student-to-Student ambassador program which provides a one-on-one peer connection for each student entering the school at any time during the school year. The student ambassador assists the new student by accompanying the student to the assigned classes, introducing the student to other students, and sitting with the student during lunch. One student ambassador commented that, "We were all new here once, we understand what it feels like to be new and we want to help." Team observations evidenced that a culture of inclusion and collaboration prevailed

in each school to ensure that students are quickly welcomed and integrated into the new school. Students were observed in friendly conversations with peers and instructors in and out of the classroom environment. Each school provided an extensive array of extra-curricular activities to enable students to meet friends outside of the class environment. Homework clubs with teachers present are provided for after-school help with academic needs. At one school, students who have Ds or Fs are invited to “join” the principal at lunch every day for academic support until grades improve. Structures are in place in each school to allow students to talk through issues and concerns. One student commented that school counselors help when friends moved from school. She said, “They teach us how to say goodbye and stay connected.” Students indicated that each knew of an advocate or counselor they could go to with problems related to school or parent deployments. School leaders explained that students are under almost constant, unobtrusive monitoring to ensure that student problems are addressed immediately when recognized. A counselor explained that within the small, tight-knit, family-oriented learning communities, students “could not hide or fall through the cracks.” Additional supports are available to each student through off-base counseling and in-house Military Family Life Counselors (MFLACS). System schools also provide important opportunities for parents to transition to new learning communities and engage in their children’s education. Parent academies are provided to assist parents with information related to the transition to new communities and schools, as well as topics relevant to students such as suicide prevention and bullying. Parent interviews emphasized the importance of the school advisory committees (SACs) and parent-teacher organizations (PTOs and PTSAs) to help parents transition to the new community, meet new friends, and engage in their children’s school activities. Parent survey data echoed interview comments that system schools provide essential “family-oriented” learning environments which focus on the academic, social, and emotional needs of their children. Parents openly expressed support for and appreciation of the extensive efforts to ensure the success of their children. To support the sustainability and embeddedness of system efforts to support the unique needs of military-connected students, consideration should be given to developing data processes and program evaluation methods to measure the impact of specific support programs and replicate effective programs system-wide.

There is a strong commitment throughout the system to the academic success of students with attention to the specialized needs of all learners. During school visits, team members observed multiple systems to support the academic success of all students by addressing the specialized needs of each. Classroom observation results demonstrated that equitable learning, equal access to learning resources, challenging opportunities, positive sense of community, and supportive learning environments are priorities for the system. Additionally, class sizes tend to be small which enable one-on-one instruction to support student needs. Staff interviews revealed the emphasis placed in each school on addressing the individualized needs of all learners through the use of a Multi-Tiered System of Supports (MTSS) protocol to identify needs and interventions. Individualized Educational Plans (IEPs) and 504 plans are provided based on student learning needs. However, the district would enhance the opportunities for these students by examining current models in place to ensure that student needs are met in the least restrictive environment and that opportunities are provided as much as possible for these learners to be engaged in regular programs with needed support. Gifted learning opportunities are available within the regular classroom environment. Read 180 support is provided to students with identified reading needs. During focused collaboration sessions teachers are able to work in teams to fully address the needs of students. The collaborative teams are inclusive with frequent participation by the gifted education teacher as well as special education teachers and paraprofessionals, counselors, instructional system specialists (ISSs), and administrators. Push-in programs were observed to provide special education students with support in the classroom environment. Teachers carefully design collaborative learning teams to address individualized student needs that ensure each learner is valued and has an equitable role within the group. Classroom observations showed students working collaboratively regardless of ability or specialized need. Parents overwhelmingly expressed appreciation for the

services provided to all students with or without identified needs. Teachers supported the use of collaborative planning to continually review student data, both academic and behavioral, to determine next steps in planning for individualized learning. One teacher commented that, “Data is our driver—we plan and then respond to the results.” The system may want to consider further developing its system-wide data protocols to provide expanded analysis of student achievement and assessment data. Analysis of data to inform planning for differentiated and collaborative learning will greatly enhance system efforts to meet the needs of all learners and provide for replication of best-practice instructional strategies system-wide.

Resources are maximized to support the system vision to provide for “Excellence in Education for Every Student, Every Day, and Everywhere.” Through the superintendent’s overview to the Engagement Review Team, as well as a review of the system *District Improvement Plan: September 2018 - July 2020*, the team learned of the leadership plan to ensure success of the DoDEA and system vision and mission. The district improvement plan clearly outlines the use of system resources in support of the strategic initiatives known as the Big 4: Access to Rigorous Instruction; Common Understanding of the DoDEA Comprehensive Assessment System; Quality Implementation of Professional Learning Communities/Focused Collaboration; and DoDEA Learning Walkthrough Implementation. As articulated in the action plan accompanying each of the Big 4 initiatives, the use of system resources is directly aligned to each initiative with an emphasis on improving instruction. As one teacher mentioned during interviews, the system supports teachers with physical and virtual “boots on the ground.” First and foremost is the deployment throughout the system of the instruction support specialists (ISSs), referred to by the superintendent as the “secret weapon—that has the most significant impact on teaching in our district.” ISSs in the areas of special education, gifted education, reading, math, foreign language, social studies, science, STEM, technology, counseling, and data and assessment were interviewed during the review. The ISSs explained their role of support in the context of a very challenging geographic district configuration. ISSs are requested by building principals and/or staff and are also scheduled according to system curricular professional development needs to provide direct support to instructional staff in each school. Because of the travel difficulties in supporting schools across vast distances, ISS support is frequently delivered through the use of the distance learning facilities located in each school. When possible, ISSs travel to support staff on-site. Either by attendance on-site or in virtual connections to focused collaboration groups, ISSs provide support for the DoDEA adopted College and Career Ready Standards curricular implementation, delivery of assessments, best-practice instructional methods, rigor, and data analysis. It was learned during system conversations regarding data, ISS personnel have recently developed training modules in data analysis which are currently being used throughout the system to help instructors better utilize student data to inform instruction. Teachers expressed appreciation for the concerted efforts put forward by the district to effectively support the implementation of the adopted DoDEA content area curricula and the Comprehensive Assessment System in accordance with a scheduled rollout plan. Instructional aides are provided in support of specialized student needs. A second resource which is vital to the success of the Big 4 is time. DoDEA and system expectations provide dedicated time to be used for focused collaboration enabling each teacher and administrator to work together in support of student achievement and organizational effectiveness. Focused collaboration is a valuable resource for teams of teachers and support personnel to effectively implement the Big 4 and work together to participate in professional learning and data analysis of system, school, and student achievement data. The system ensures that additional resources are available to students to ensure preparation for college and careers. Time is provided in many of the secondary schools for a seminar period enabling each student to have additional academic and social/emotional support from a seminar teacher. Classes are scheduled at the elementary level with extended time provided for reading and math blocks. Scheduling is provided at all levels to provide co-curricular opportunities in the areas of art, music, STEM, business, technology, and physical education. Media centers provide students with print and technology resources to support learning needs. Distance learning opportunities are provided to enable students to augment their courses of study. Student use of

technology as observed during classroom visits scored higher on the eleot than the average, reflecting the availability of computer labs and mobile carts in support of technology integration learning activities. Parents expressed appreciation for the significant resources dedicated by the system to student success. Quality implementation of professional learning communities and focused collaboration is a targeted strategic initiative within the Big 4. School and classroom observations evidenced the use of collaboration teams in support of student learning; however, consistent use of the collaborative time system-wide was not found. The system may want to further clarify expectations for focused collaboration activities to ensure consistency in implementing system and school improvement initiatives. The system may then be able to evaluate the use of focused collaboration and collect and analyze data to further support sustained use and embeddedness of collaboration in the daily routine of all schools.

While the team found evidence of a formal quality assurance process for its schools to ensure system effectiveness and consistency, the system would benefit from ensuring consistent implementation across all schools of the Big 4 strategic initiatives. During the superintendent's overview, the team learned of monitoring processes in place directed by the DoDEA Center for Instructional Leadership (CIL) personnel as well as by system ISS personnel. These formalized monitoring processes will provide valuable program evaluation and data sources for future planning. Currently, however, because important strategic initiatives are still in the implementation stage, monitoring for effectiveness and consistency is difficult. For example, the use of focused collaboration was found system-wide in each school; however, variations in the use of the time were found across the system. The length of the collaboration period and focus of the collaboration discussions differed throughout the system. The team observed collaborative time being used for several different activities. Topics for collaborative groups included teacher-selected professional development, focus on newly implemented curricular content, student data analysis, collaborative lesson planning, assessment development, and technology integration strategies, among others. While these are all valuable activities, formal monitoring and evaluation of focused collaboration become problematic with the inconsistent implementation of the program. When analysis of student achievement data was included in collaborative meetings, inconsistent use of student data to drive instruction, collaboration, and professional development were found. Similarly, the Classroom Walkthrough protocol is also in the early implementation stage. Conversations with leaders and staff indicated that while all use the Classroom Walkthrough protocol, the number of walkthroughs and data analysis of targeted items to inform professional development were inconsistent. The Classroom Walkthrough is being used in one school to provide information about the use of rigor and student engagement instructional strategies. The principal explained that following the first round of walkthroughs, the results were analyzed, and professional development was provided by system ISS personnel to address improved rigor and engagement. Use of the walkthrough data to this degree was not the norm found throughout the system. One principal indicated that the first round of walkthroughs had just been completed, and data analysis from the walkthroughs had not yet been undertaken. The team recognizes that focused collaboration and classroom walkthroughs are recently implemented as part of the system *Strategic Plan 2018-2020*. An important opportunity exists as the system moves to full implementation to provide for consistent expectations for use of these initiatives to enable effective monitoring and program evaluation as provided for by system policy. Quality assurance processes may then demonstrate ongoing monitoring and adjusting of prioritized initiatives to ensure a commitment to the educational and operational expectations of the system.

Throughout the review, team members reviewed the level of impact of each Standard with a focus on data processes and found significant use of data to support achievement of the system strategic plan; however, the team found opportunities for the system to increase its capacity to be data-informed in support of improved instruction and student learning. When attending focused collaboration sessions, team members did not observe deep discussions about student data in all collaborative groups. Data discussions varied from school to school and

use of data to demonstrate improvement of student learning was not observed at each school. Data discussions, when observed, centered on a review of summative data but did not frequently focus on formative data that could inform immediate response to student learning needs. Current system summative data are reported in the *DoDEA Europe South District Spring 2018 CCR Summative Results* document. This document reveals an extensive analysis of summative achievement data with a summary of findings and conclusions. Data analysis results were reported in the *ORID: Focused Conversation CCR Summative Data Analysis* included in the Summative Results document. Math and literacy content areas have identified SubClaims for literacy and math to outline learning expectations, and grade level results are reported on each SubClaim area. The team found that with the established data protocols exhibited in the CCR Summative Results document and the use of focused collaboration time system leaders now have significant opportunities to focus on formative data protocols to inform demonstrable improvements in student learning. As the system continues its implementation of the College and Career Ready Standards and the Comprehensive Assessment System and develops system-wide evaluation processes and data protocols for focused collaboration, opportunities for deep data discussions will be possible. Formative data use will enable teachers to more consistently monitor and modify instructional practice to support the system goals of increasing rigor and engagement for all students. Systemic use of the data training modules developed at the system level will further support the use of data analysis to improve instruction. Interviews with leadership and teachers indicated that data processes were in the implementation stage and a need exists to increase the system's capacity to be data-informed about programs and practice to impact instruction and student achievement. Leaders recognize this as an important next step in the continuous improvement process of the system. Through consistent use of data to verify learner progress and modify instructional practice, data-informed instruction will become an important best-practice system-wide.

Engagement Review Team Leaders interviewed all Garrison Commanders or command representatives (11 in number) across the school system across all military groups represented in the system. Several consistent themes emerged that support the power and importance of these school/military partnerships. Consistently across all military commands, there is strong support for the educational opportunities being offered to these military-connected families. Some concern was expressed about the small high schools being able to offer a comprehensive program including electives as well as Advanced Placement (AP) and honors courses. Other areas to be explored by DoDEA based on these conversations include more attention to clear and consistent communication. Across the military commands, the levels of communication between the school system and the military command varied from "being completely in the know" and "communication is poor." In every case, strong support from the Command was evident through regular participation in school activities, service on the local school board, and engaging in public meetings/town halls. Commanding officers support regular involvement of the military in school-based activities, programs, emergency drills, and other day-today activities.

In addition to facing the challenges of the transiency of staff and students, varying time zones across the four countries, and the challenge of distance, the school system must continue to move toward clear systemic thinking. Each school hosted its own accreditation (now engagement) review in the past. New leadership has come on board and must tackle the continuing decisions around defined autonomy moving into system thinking. A clear-cut understanding of what is clearly a system expectation and what is clearly discretionary thinking at the school level must be clearly delineated. More clearly defined quality assurance processes will be the key to truly building Europe South-DoDEA as a school system and not a system of schools.

Next Steps

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

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

Team Roster

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

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

Team Member Name	Brief Biography
<p>Helen Balilo</p>	<p>Ms. Helen Balilo is a native of Canvas, West Virginia. She earned a Bachelor of Science degree in elementary education and early childhood education from Glenville State College, Glenville, WV and a Master of Science in educational leadership from the Troy State University, Troy, Alabama extension on Kadena Air Base, Okinawa, Japan. Ms. Balilo began her career as a teacher at Piney Point Elementary School, Tall Timbers, Maryland, a school servicing a large percentage of dependents from Patuxent River Naval Air Station. While teaching at Piney Point Elementary, she applied for a teaching position with the Department of Defense Dependent Education Activity (DoDEA) and began her career with DoDEA in 1990. During her tenure as a teacher with DoDEA, Ms. Balilo taught kindergarten at Grissom Elementary School, Clark Air Base, Philippines, second grade at Shirley Lanham Elementary School, Astugi Naval Air Facility, Japan, and kindergarten at Bob Hope Primary School, Kadena Air Base, Okinawa, Japan. Ms. Balilo served as an assistant principal at Smith Elementary School in Baumholder, Germany, a principal of Wetzlar Elementary School in Baumholder, Germany, and a principal of Bechtel Elementary School. Presently, Ms. Balilo serves as the community superintendent for the West Point, Dahlgren, and Quantico communities.</p>
<p>Carmen Pough Banks</p>	<p>Carmen Pough Banks is an educator who has taught on the secondary and post-secondary levels and has now retired from the South Carolina Department of Education. Mrs. Banks has served as a secondary teacher, as well as a post-secondary adjunct professor. Mrs. Banks has a master’s degree in education 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 include developing and monitoring a system of external review audits for schools designated as below average; monitoring statewide teams performing on-site visits and reviews of schools designated as unsatisfactory; conducting training for teams performing external and internal audits using three focus areas (leadership and governance, curriculum and instruction, and professional development); and working with federal and state legislation and translating this into operational procedures. She has been an accreditation specialist for AdvancED for ten years, serving as a team member, team lead, and is now certified as an early learning lead evaluator.</p>

Team Member Name	Brief Biography
<p>Sharon Bell</p>	<p>Mrs. Sharon Bell currently serves as the director of volunteer services for the accreditation and certification division, AdvancED. Prior to moving to the regional level, Mrs. Bell served for twelve years as the associate director of accreditation for AdvancED Kansas. Her association with continuous improvement began as a school improvement coordinator and classroom teacher in El Dorado, Kansas. During this time, she served as the building coordinator and led the faculty through two cycles of accreditation. For the past seventeen years, she has communicated to institutions across the nation as she develops and delivers professional development learning opportunities on behalf of AdvancED. Mrs. Bell holds master’s degrees in educational leadership and curriculum and instruction from Emporia State University and is certified as a school improvement specialist from the University of Nebraska.</p>
<p>Dr. Ginger Blackmon</p>	<p>Dr. Ginger L. Blackmon is an assistant professor at the University of Alaska, Anchorage. Her roles include educational leadership program lead, course and curriculum chair, and a member of the faculty senate unit/department leadership review subcommittee. Dr. Blackmon served 13 years as a principal at all levels (elementary, middle and high school). She has experience leading schools in rural, suburban and urban settings ranging from traditional education systems to magnet programs and charter schools</p>
<p>Jill Bramlet</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 master’s degree in educational 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 Leadership, executive director for the Wyoming P-16 Education Council, district special education director, kindergarten teacher, and elementary special education teacher. She currently works in Colorado schools providing continuous improvement support to principals. Ms. Bramlet served as a lead evaluator and team member on several school and school system AdvancED engagement review teams throughout the United States. In addition, she has served as a school lead and team member on numerous Department of Defense AdvancED engagement reviews world-wide (DoDEA).</p>

Team Member Name	Brief Biography
<p>Dr. Donato Cuadrado</p>	<p>As the Mid-Atlantic District Superintendent, Dr. Cuadrado oversees 26 DoDEA schools located on eight installations serving more than 10,000 students in North Carolina, Virginia, New York, Puerto Rico, and Cuba. He began his career with DoDEA in 1993 and has more than 30 years of education experience. Prior to his career with DoDEA, he taught elementary grades in Puerto Rico public schools. He began his career in DoDEA teaching in grades 6-12 and also taught Advanced Placement courses. Dr. Cuadrado served as the assistant principal and the principal of Ramey Unit School. He later became the assistant superintendent for DoDEA’s New York, Virginia, Puerto Rico District. Dr. Cuadrado earned his bachelor’s degree in elementary and secondary education and his master’s degree in linguistics from the University of Puerto Rico. He earned his doctorate in educational administration in 2004 from the InterAmerican University in Puerto Rico.</p>
<p>Mary Anne Hipp</p>	<p>Mary Anne Hipp has dedicated the past 51 years to the education of young children, having served as a kindergarten and elementary classroom teacher and administrator in public and private schools across America. Her passion for excellence and continuous improvement has been the driving force of her service as an AdvancED system lead evaluator for the past nine years, serving public school systems, Catholic Dioceses, Education Service Agencies, and Department of Defense (DoDEA) systems in Europe. She holds degrees and certifications in music education, kindergarten, and elementary education as well as a master’s + 30 in education administration. In addition to accreditation work, Ms. Hipp has served on various civic and community boards in the United States and Latin America and currently provides training in school board development.</p>
<p>Dr. Holly King</p>	<p>Holly King is the vice president of early learning for AdvancED, supporting accreditation and continuous improvement for early learning schools and preschool programs. Dr. King holds a Ph.D. in leadership and change from Antioch University, as well as master’s degrees in early childhood education and in leadership and change. Dr. King has directed early learning programs in private, non-profit, and school district settings over the past 18 years. She served as adjunct faculty in early childhood education for eight years at Arapahoe Community College and CCCOnline in Colorado and for three years at Clark College in Washington. She currently serves as adjunct faculty in the Masters in Leadership and Organizations program at the University of Denver and serves on dissertation committees for doctoral students at Acacia University. Dr. King brings expertise in best practices in early learning; organizational leadership, strategic planning, and quality assurance; health, mental health, and disabilities services; and professional development and coaching. She has given numerous state, national, and international presentations in the field of early learning.</p>

Team Member Name	Brief Biography
<p>Kelly Knipe</p>	<p>Ms. Kelly Knipe has over thirty years in the education profession and currently is the senior director, Europe-Africa Region, of global services with AdvancED. The senior director works closely with the regional vice president to develop and implement effective strategic plans encompassing AdvancED services, products, compliance, policies, and regulations and provides technical assistance, professional development, and delivery. Ms. Knipe has been a bilingual/ESL instructor from the elementary grades through high school in three different states in the U.S. and taught citizenship classes and GED Classes in local adult education programs for several years. Ms. Knipe served as a teacher trainer for the cadre of teacher trainers with the Dallas Independent School District. She worked with pre-entry university students in the English Language Institute at Oklahoma State University and taught Survival English” to Saudi nationals. After 25 years in public education, Kelly transitioned to the private sector to join AdvancED, where she has worked since July 2017.</p>
<p>Donna Mathern</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 seven years and a social studies department chairperson for 10 years. She taught junior high social studies in Cheyenne and Casper Wyoming for 20 years. With Valley City State University, she completed six years at the state facilitator of student teaching and also functioned as a supervisor for student teachers. She has served as secretary of the National Association of Secondary Principals from 1992-93 and president of the Natrona County School Administrators and Phi Delta Kappa. She is a past member of the Board of Directors for McREL and is president of the Board of Directors for the St. Mark’s Preschool. She continues working in education with AdvancED engagement reviews and as a facilitator with Catapult Learning.</p>

Team Member Name	Brief Biography
<p>Dr. Mark Mathern</p>	<p>Mark Mathern, Ed.D., is an educator from Casper, Wyoming. He worked for six years as the associate superintendent of curriculum and instruction, Natrona County School District, an organization serving over 12,000 students. After having taught Latin and English for nine years in Casper's schools, Dr. Mathern worked as a school administrator in a high school of 1500 students and as a K-12 principal in a rural school of 150 students. In 2000, he joined the curriculum and instruction division of the district until his retirement in June 2014. Dr. Mathern worked for over twenty-five years with the North Central Association and AdvancED. He has presented at Wyoming's School Improvement conferences regarding accreditation processes and has assisted in training teachers and administrators on accreditation and school improvement processes. In addition, he has been a lead evaluator, associate lead evaluator, and team member with review teams for systems and schools in Wyoming, Colorado, Nebraska, North Dakota, Georgia, Idaho, Michigan, and DoDEA. Dr. Mathern has a B.A. in teacher education from North Dakota State University with majors in English and classical languages, an M.A. from the University of Wyoming in educational administration, and an Ed.D. from Seton Hall University.</p>
<p>Dr. Tina Mondale</p>	<p>Dr. Tina Mondale serves as a field consultant for AdvancED in the Pacific US region as well as a lead evaluator for digital learning, school, and school systems. She received her B.S. in elementary education, master's in curriculum and instruction, and Ed.D. in educational leadership. Dr. Mondale served as a classroom teacher in the elementary and secondary levels before receiving her administrative credential. She created and delivered professional development for teachers and administrators in her role as an instructional technology specialist at Southern Oregon Education Service District. As part of a 13-district team, she developed and served as the first principal of Oregon Online, a regional 9-12 online program. Most recently, Dr. Mondale served for 12 years as a school improvement director in southern Oregon overseeing curriculum, professional development, federal programs, and school and district improvement. Dr. Mondale also works with districts across the state as a systems improvement coach. She has served as a team member and lead evaluator for NW Accreditation/AdvancED for 12 years.</p>

Team Member Name	Brief Biography
Anna Pehar	<p>Anna Pehar is an organizational consultant in education management and serves as a consultant and (lead) evaluator with AdvancED internationally. Ms. Pehar served as vice president of Europe–Africa for AdvancED Global Operations. Ms. Pehar’s corporate background is in the professional services sector with a focus on education and organizational development. She served as the director of executive education at the Rotterdam School of Management/Erasmus University in the Netherlands. She worked at European Foundation for Management Development, the European accrediting body for International Business Schools and Corporate Universities in Brussels (Belgium) and was responsible for academic conferences and developmental programs, providing and disseminating information to member institutions globally. In 2010, she established her own educational consultancy practice, Calix Consulting. Ms. Pehar holds a master’s degree in linguistics, majoring in Spanish and socio- and psycholinguistics. Ms. Pehar was born in Italy from Croatian parents, was raised and educated in Sweden, and obtained her university degree in the Netherlands, where she is currently based. She lived and worked in several countries, cooperating with people from many different cultures which has enriched her professionally and personally. She communicates in five languages and sees herself as a true global citizen with her roots in Europe.</p>
Dr. Raquel Rimpola	<p>Dr. Raquel Rimpola serves as the DoDEA chief of assessment where she manages the system-wide assessment and accreditation programs for schools in the Americas, Pacific, and Europe regions. Prior to joining DoDEA, she served as the assessment director for Atlanta Public Schools. She also served as the director of accountability and assessment for Marietta City Schools where she managed the implementation of Teacher and Leader Effectiveness evaluation system, accountability, and assessment programs. As a former principal, district instructional specialist, adjunct professor, National Board-certified math teacher, and robotics coach, she has extensive experience in leading P-16 curriculum, instruction, and assessment programs, school improvement, and community partnerships. Dr. Rimpola received her doctoral degree from Kennesaw State University, her master's degree from Mercer University, and a bachelor's degree in mathematics and computer science from the University of Santo Tomas.</p>
Maureen Ryff	<p>Mrs. Maureen Ryff is a retired secondary school social studies instructor and administrator. Mrs. Ryff holds a Bachelor of Arts degree in American history and French, and a master’s degree in political science from the University of Wyoming. Her administrative endorsements include principal for grades K-12 and curriculum director. Mrs. Ryff taught social studies and French for 30 years at the middle and high school levels and served as a high school principal for 10 years. She serves on the board for the Wyoming Academic Decathlon. She is a member of the Wyoming AdvancED State Council and serves as a lead evaluator for AdvancED. She has served on numerous school and system engagement review teams in the United States and overseas.</p>

Team Member Name	Brief Biography
Dr. Agnes Smith	<p>Dr. Agnes Smith works extensively with AdvancED as lead evaluator for system teams in numerous states and as a team member for international schools. She trained as lead evaluator for AdvancED during the summer of 2010. Dr. Smith earned degrees from the University of South Alabama, the University of Louisiana in Monroe, and Auburn University. For 15 years, Dr. Smith served as an associate professor with responsibility for teaching courses in mentoring leadership, school law, curriculum development, and instructional leadership at the University of South Alabama (USA). She worked with colleagues at USA to develop a leadership preparation program that incorporates a full-semester residency experience for graduate students aspiring to be 21st century school leaders. She is the author of numerous articles and a case studies text. Prior to the university position, Dr. Smith taught elementary grades and was principal of Spanish Fort K-8 School for 11 years. Working with highly effective teachers, she supported training for the staff which led to designation as a Talents Unlimited school.</p>
Lesley Wangberg	<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 the 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 the interim director, standards and assessment division and the state director of assessment at the 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>
Walt Wilhoit	<p>Walter Wilhoit currently serves as the community superintendent in the DoDEA Europe-West District, Brussels Office. He assists schools in Belgium, The Netherlands, and Eifel region of Germany. Prior administrative postings in DoDEA include David Glasgow Farragut ES (Rota Spain), The Sullivans School and Ikego ES (Yokosuka, Japan), Isles District Office (Feltwell, England), and Grafenwoehr ES and Vilseck ES (Bavaria, Germany). During his time at The Sullivans School, it was the largest school in DoDEA with approximately 1250 students. The Yokosuka DoDEA Community received the Military Child Education Coalition Pete Taylor Award for Partnerships in Education for their work with the US Navy's 7th Fleet. While at the Isles District Office, he served as a staff developer and chief of staff. Mr. Wilhoit has implemented multiage programs in three elementary schools and Spanish immersion at two schools. Mr. Wilhoit received his B.S. in education from Lubbock Christian University and his M.Ed. from Texas Tech in school administration.</p>

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About AdvancED

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

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