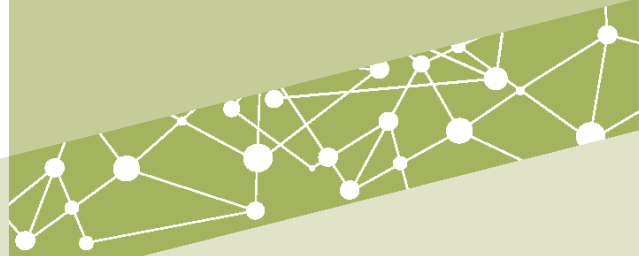


October 21-24, 2018



AdvancED®
Engagement
Review Report



AdvancED® Performance Accreditation

Duval County School District
1701 Prudential Drive
Jacksonville, FL 32207

Table of Contents

Introduction	3
AdvancED Performance Accreditation and the Engagement Review	3
AdvancED Standards Diagnostic Results	3
Leadership Capacity Domain	3
Learning Capacity Domain.....	4
Resource Capacity Domain.....	5
Effective Learning Environments Observation Tool® (eleot®) Results.....	6
Assurances	7
AdvancED Continuous Improvement System.....	8
Initiate	8
Improve	8
Impact.....	8
Findings.....	9
Accreditation Recommendation and Index of Education Quality® (IEQ®)	9
Insights from the Review	10
Next Steps.....	12
Team Roster	13
References and Readings	20

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.	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.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets 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.	Meets Expectations

Learning Capacity Domain

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

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	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.	Meets Expectations

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

Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Meets Expectations
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Meets 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.	Meets Expectations

Effective Learning Environments Observation Tool® (eleot®)

Results

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

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

eleot® Observations		
Total Number of eleot® Observations	293	
Environments	Rating	AIN
Equitable Learning Environment	2.83	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.45	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.22	3.74
Learners are treated in a fair, clear and consistent manner	3.39	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	2.28	2.06
High Expectations Environment	2.68	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.80	3.17
Learners engage in activities and learning that are challenging but attainable	2.88	3.14
Learners demonstrate and/or are able to describe high quality work	2.41	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)	5.69	3.06
Learners take responsibility for and are self-directed in their learning	2.65	2.89

eleot® Observations		
Total Number of eleot® Observations	293	
Environments	Rating	AIN
Supportive Learning Environment	3.07	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.97	3.66
Learners take risks in learning (without fear of negative feedback)	3.00	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.10	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.18	3.66
Active Learning Environment	2.62	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.73	3.34
Learners make connections from content to real-life experiences	2.19	2.80
Learners are actively engaged in the learning activities	3.05	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.51	2.74
Progress Monitoring and Feedback Environment	2.57	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.41	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.86	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.77	3.37
Learners understand and/or are able to explain how their work is assessed	2.24	2.63
Well-Managed Learning Environment	3.05	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.28	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.20	3.83
Learners transition smoothly and efficiently from one activity to another	2.75	3.09
Learners use class time purposefully with minimal wasted time or disruptions	2.96	3.54
Digital Learning Environment	1.56	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.76	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.64	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.27	1.46

Assurances

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

Assurances			
Met	X	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

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

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

Initiate

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

Improve

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

Impact

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

Findings

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

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	
Improve Opportunities for Improvement	Standards 3.3, 3.4, 3.5
Impact Effective Practices	Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 Standards 3.1, 3.2, 3.6, 3.7, 3.8

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

The Engagement Review Team recommends to the AdvancED Global 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. 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	339.52	AIN 5 Year IEQ Range	278.34 – 283.33
-----------------	--------	----------------------	-----------------

Insights from the Review

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

The Engagement Review Team found Duval County Public Schools (DCPS) to be a highly-effective and results-oriented school system. Several themes were identified during the review that depict the continuous improvement process in the system. Those themes reveal strengths and opportunities to guide their improvement journey.

A culture of care and concern for the development and welfare of individual students and staff was noted throughout DCPS. Leadership of the school system has established a priority of improving the overall performance level of the system and each school while not losing sight that every child has different needs. Considered to be a 100% "school of choice" system, DCPS offered options such as Advanced Placement, International Baccalaureate, Dual Enrollment, Career Training Education and Industry Associate of Science, industry certifications and other areas of special interest or talent. Team members also found that individual schools display unique family cultures of their own. Within those cultures, schools served individual student needs with compassion. The words "We are Family" were heard repeatedly during interviews. A high school senior stated, "Just like family wants to help family succeed, this school does that. This school is our family." Another student explained to a team member, "We have become a school that cares. People here care about what is going on in my life." Other students and teachers described the schools as "awesome, diverse, special, unique and accepting." A student who had recently transferred into DCPS stated, "They genuinely care about you here and want to help you. This school has given me a new outlook." Some stakeholders however, stated that they could not benefit from any of the choice options because of lack of access to transportation. Additionally, a few said that they did not have a voice in the schools and felt alienated. The school system should continue to strive to serve all stakeholders by strengthening current practices that are effective, eliminating procedures that do not yield desired results, and implementing new efforts to communicate and work with unengaged segments of the community.

The commitment to continuous improvement in DCPS is at a high level and extends to all levels and areas of the system. The strategic plan, created by the School Board with the meaningful involvement of various stakeholders, has an intentional focus on student achievement, development and retention of staff, sustaining the engagement of stakeholders and ensuring that available resources are aligned to improve student outcomes. Based on the system's System Quality Factors document, stakeholder interviews, eleot observations and other documents reviewed, it was evident to team members that the system has established clear support of its mission of every student being prepared for success. Additionally, it was noted that procedures are in place to monitor accountability and transparency throughout the school system. The school system is encouraged to continue to embrace the concept of continuous improvement at all levels to effectively adapt to the changing needs of society and the evolving demands of governmental and regulatory agencies.

DCPS demonstrates strength in leadership positions at all levels through the engagement of stakeholders and a

commitment to inspire and prepare students for success both in school and in later life. School Board members shared that they insist on the recruitment and retention of high performing administrators with an intentional focus toward the fulfillment of the system’s values and beliefs. Reports indicated that four members of the Board have participated in “Master Board” training through the Florida School Boards Association. One member of the Board stated, “When our students succeed, we (DCPS) create a thriving community.” At the system level, the superintendent has implemented systemic leadership assuring overall effectiveness and improved student outcomes. One school administrator commented during an interview, “The district team really seems to be all on the same page about helping us become better principals.” The concept of “Team Duval” spoke to the open and inclusive operational philosophy and practices observed by the team. Responsive leadership extended beyond the system level and was found in school level leadership as well. Principals in turn modeled effective leadership practices to the teacher and student levels. During a student interview, team members were told, “Our principal motivates us every day. She is the best! She tells us she loves us, and we know she means it!” Classroom observations resulted in relatively low ratings however, an issue which brought about much discussion within the team. The school system should formalize steps to ensure that leadership effectiveness throughout the organization remains at a high level of quality by continually refining and updating training, including the area of instructional supervision. Additionally, steps should be taken to ensure continuity of successful practices and the preservation of institutional memory through an effective program of succession planning.

Leaders in DCPS authentically engaged stakeholder groups throughout the community in support of the development and commitment to the new strategic direction of the system. Throughout the review, members of the team gathered evidence that the system’s outreach to stakeholders was authentic. It was verified through interviews that stakeholder groups were given ample opportunity to influence the development of the new strategic plan and leadership decisions for the system and the schools. Those efforts resulted in a common understanding and commitment to the key needs of the school system. Internal and external stakeholder groups described consistent and frequent involvement in continuous improvement and decision-making. Parents, students and staff described School Advisory Committees, Area Advisory Committees, District Advisory Committees, Parent Teacher Associations, Shared Decision-Making teams that meet regularly. Community, faith-based and corporate partners provided multiple programs throughout the system, including mentoring, internships and entry into postsecondary careers. However, community members asked for additional opportunities to collaborate with other partners throughout the system to learn how they can further support all schools. The team recommends the consideration of additional opportunities for stakeholder groups to collaborate and communicate with each other to further enhance the achievement of the system’s goals.

DCPS was observed to be actively engaged throughout the Jacksonville / Duval County metro area in collaborative endeavors to support its vision of preparing students for success in college and career opportunities. That collaboration was verified by the documentation of over 200 business partnerships and the increase in Career and Technical Education internships and certification passing rates. In addition, popular career development programs in Instructional Technology and a para-to-teacher certification program through a local college provided clear evidence of ways the system partners with other organizations committed to the success of Duval County. DCPS is encouraged to continue developing and supporting collaborative partnerships with community organizations to ensure a wide range of strong services and support structures for students and their families.

Data were determined to be regularly collected and analyzed to assess and guide the improvement of all components of Duval County Public Schools. Appropriate instructional data were readily available to parents, students, administrators and members of the instructional staff. Data dashboards viewed by team members were a focal point for data dissemination and review. Team members also observed data walls and data folders in numerous schools. According to comments from teachers and administrators, data in the schools were used continually to collaboratively assess and improve classroom performance. It was reported that administrators and staff members throughout the system gather and review various data points to make strategic decisions. A strategic abandonment process was also shared with the team which offered transparent and fiscally responsible information to guide program reviews. DCPS is encouraged to continue and enhance its practices of data use and analysis by maintaining expectations and requiring regular training and retraining opportunities to ensure staff effectiveness.

DCPS is focused on immediate improvement of the system's rating as well as the rating of each of the system's schools in the Florida School Accountability system. Aligned with the system's commitment to continuous improvement, this strategy was found in the latest strategic plan and was highlighted by the superintendent in a presentation to the team. At the time of the Engagement Review, DCPS was rated as a "B" system in the state's accountability program. The stated goal is for that rating to be raised to an "A." Likewise, team members reviewed strategies that had been implemented to help schools at the "F" and "D" ratings to improve their level of performance. The team recommends that the system fully support its commitment to improved ratings for the system and schools by reviewing and improving, as necessary, alignment of resources, training, performance expectations, curriculum content, instructional pedagogy and supervisory practice.

Effective use of technology tools by students as a planned part of their daily instruction was noted to be an emerging concept in need of further development and refinement. Interviews and classroom observations indicated that some staff members are comfortable using digital tools in content areas, but more training and resources were needed to increase proficiency and relevance. Observations also indicated that teacher use of technology generally did not appropriately engage students and challenge beyond the basic technology level of substitution. It was observed that some students used devices for individual support with programs such as iReady and Achieve3000. However, there was little or no technology utilized by students to collaborate, create original works for learning and conduct research or solve problems as a part of ongoing instruction. It is recommended that DCPS review the potential power of instructional technology when placed in the hands of students and the system's expectations for teacher competence with such tools. It is the view of the team that greater planned student engagement with technology would help the school system achieve more fully its vision of "Every student is inspired and prepared for success in college or career and life," areas which are increasingly reliant on the use of technology.

Differentiation of instruction in most classrooms in DCPS was noted to be at a minimal level. The team acknowledged that only a representative sample of all classrooms were visited and therefore some examples of differentiation might have been missed. Pockets of effective practices were observed, however most classrooms at all levels were generally devoid of meaningful differentiation. Some cooperative work and inquiry-based activities were observed, but typically students were engaged in the same level of those strategies. Small group work in reading or math, based on levels of performance, were noted at the elementary level, but generally not seen in other content areas. Individual computer time was noted as designated mostly for programs such as iReady and Achieve3000. The school system is encouraged to consider further the potential benefits of individualization of instruction at all levels and to develop strategies to facilitate its practice throughout the schools. To fully achieve the system's mission, "To provide educational excellence in every school, in every classroom, for every student, every day," differentiation of instruction should be considered as an essential practice.

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. Edlow Barker Lead Evaluator</p>	<p>Dr. Edlow Barker has served on and chaired numerous accreditation committees for the Southern Association of Colleges and Schools, the Virginia Department of Education, and AdvancED. Within AdvancED, he is credentialed as a Lead Evaluator for Schools, School Systems, Corporations, and Early Learning Institutions. His professional work includes extensive experience as assistant superintendent for instruction, director of instruction, principal (elementary, middle, and high), assistant principal, teacher, and coach. His experience is primarily in Virginia but includes two years as director in a multi-national private school in Cali, Colombia, South America. He earned his Bachelor’s Degree from Wake Forest University, the Master’s Degree from the University of Virginia, and the Doctoral Degree from Virginia Tech. Additional coursework was taken at Norfolk State University and the University of Alabama. He has taught numerous graduate courses for the University of Virginia and Radford University. Related leadership activities include the development of educational foundations in two public school districts, development of a regional academic competition league for high schools, Chairman of the Virginia High School League, and development of a regional Governor’s School program for gifted students.</p>
<p>Monte Abner</p>	<p>Monte B. Abner has been in the field of education for 16 years. He began his career as a high school English teacher at Fayetteville High School in the Talladega County School System, Talladega, Alabama, and at Talladega High School in the Talladega City School System, Talladega, Alabama. After eight years in the classroom, he became high school assistant principal at Saks High School and Weaver High School in the Calhoun County Schools, Anniston, Alabama. Monte served as assistant principal for four years. Currently, he is principal of Indian Valley Elementary School (Pre-K - 2nd grades), where he has served for five years. He holds a Bachelor of Arts in secondary education from Talladega College, Talladega, Alabama and a Master of Arts in instructional leadership, an educational specialist degree in educational administration, and a Doctor of Education in education administration from The University of Alabama, Tuscaloosa, Alabama. Monte’s dissertation topic was entitled, “Improving the Academic Success of African American Males.” He has served as team member on two AdvancED Review Teams.</p>

Team Member Name	Brief Biography
<p>Dr. Tracy Burt</p>	<p>Dr. Tracy Handley Burt is presently serving as the Elementary/Secondary Curriculum/School Improvement Specialist for the Marion County Board of Education in Hamilton, AL. She began her teaching career instructed classroom students in grades K, 3, and 4. Additionally, she has served as Assistant Principal of Hubbertville School (K-12) in Fayette County, as principal at Guin Elementary School (Pre-K-6) in Marion County and as principal of Hibbett Middle School in Florence, AL. She received her B.S. degree from Mississippi State University, M.A. from the University of West Alabama, along with her Ed.S. and Ed.D. degrees from the University of Alabama (Birmingham) in Educational Leadership. Upon receipt of her doctorate, Dr. Burt worked one year at Mississippi State University in the area of Research and Curriculum. Last spring, Dr. Burt served as an AdvancED review team member in Alabama and is preparing for her school system’s district review in April of 2019. She is looking forward to serving, while learning, as a member of the AdvancED Engagement Review Team for your system.</p>
<p>Dr. Delores Calloway Associate Lead Evaluator</p>	<p>Dr. Delores Oliver Calloway is a retired district level administrator from Florida where she spent 35 years in the Martin County School District serving as teacher, primary specialist, assistant principal, principal, Director of School Improvement and Curriculum and Executive Director of Instructional Services. She has been involved with the Accreditation process since the mid 1980's serving as a team member and chair for school teams. Additionally, she served as the district facilitator for the Accreditation process in Martin County Florida for six years. As Director of School Improvement and Curriculum and as Executive Director of Instructional Services, she was the internal facilitator for the five-year update of all elementary and middle schools. She was also the driving force influencing the district to pursue initial District Accreditation which was successfully granted in the spring of 2009. Since her retirement in 2009, Delores has been actively involved with AdvancED. She has served as a team member and Lead Evaluator on numerous school teams as well as serving as a team member and Associate Lead Evaluator on system teams. training. Delores does part-time work for Florida Atlantic University, serving as a mentor to students who are fast tracking their entry into teaching.</p>
<p>Dr. Cynthia Cash-Greene</p>	<p>Dr. Cynthia Cash-Greene, has served as a professional educator for over 35 years of which 25 years were served in administration. Administrative positions include superintendent in both rural and urban school districts, area superintendent of schools, principal, assistant principal, educator associate with the SC Department of Education, Director of Personnel and Educator Quality. Currently Dr. Cash-Greene is serving as Chief Instructional Officer with Orangeburg County School District in Orangeburg SC. Cynthia has served as a member on the South Carolina AdvancED Advisory Council for the past seven years. Dr. Cash-Greene has also served as Lead Evaluator, Associate Lead and team member in Florida, Georgia, Indiana, Kentucky, North Carolina, South Carolina and Virginia.</p>

Team Member Name	Brief Biography
Martha Cieplinski	<p>Martha Cieplinski retired from Marion County Public Schools, Ocala, FL, after 47 years of service as a science teacher and AP for Curriculum. Her professional experience includes being the director of a charter military high school, and she has extensive experience in virtual education. She has a BSE in Biology and English and a Master’s Degree in Educational Leadership. Having served as an AdvancED Lead Evaluator since 2007, Mrs. Cieplinski is currently serving her second term as a member of the AdvancEd Florida Council.</p>
Sean Chance	<p>Sean Chance is a graduate of the University of Florida. He holds a B.S. and M.S in economics and a minor in business administration and an Ed. S. in educational leadership. Sean has 17 years’ experience as a school principal and 2 years as a Chief Academic Officer for the largest municipally run charter system in Florida. He is a former math teacher with 25 years of experience in education at the elementary, middle, and high school levels. His passion is seeing all students achieve their highest potential by establishing positive school culture and supporting data driven instructional practices.</p>
Christine Cruickshank	<p>Christine Cruickshank is the Assistant Principal of the Collegiate High School at Northwest Florida State College in Niceville, FL. She holds a Bachelor of Science in Secondary Education (Social Studies), Masters of Education in Social Science Education and in Educational Leadership, and an Education Specialist in Curriculum and Instruction /Instructional Technology. She has been in education for 34 years as a teacher (middle school, high school and college levels), coach, student activities director and now an administrator. Christine has served on eight AdvancED Engagement Reviews over the past few years. She has also served and will serve as the Team Leader for her current school accreditation visit in spring, 2019.</p>
Dr. Elisabeth Davis	<p>Dr. Elisabeth Davis has served as the Assistant State Superintendent of Student Learning for the Alabama State Department of Education since October 1, 2018. In her new role, she oversees various departments such as Instructional Services, Special Education, Federal Programs, and School Improvement that assist school systems across the state. Prior to that position, she served as superintendent of Eufaula City Schools in Eufaula, Alabama, where she led many curriculum initiatives and facility renovations to provide the students and community with a quality, engaging learning environment. Her career spans more than 20 years, including English teacher, athletic coach, middle school administrator, central office curriculum administrator, assistant superintendent, college adjunct professor, and superintendent. Her experiences include teaching, administrative work, athletic coaching, consulting, and serving as a lead evaluator for both AdvancED school accreditation teams and on district accreditation review teams as both the associate lead evaluator and team member. Dr. Davis has earned degrees from Jacksonville State University, The University of Montevallo, The University of Alabama in Birmingham, and Samford University.</p>

Team Member Name	Brief Biography
<p>Dr. Keith Eades</p>	<p>Dr. Keith Eades is an experienced educator serving many roles throughout 33 years in education. He has been a teacher, high school administrator, Assistant Superintendent and Superintendent in various school districts in North Carolina. Keith retired from the North Carolina Department of Public Instruction as a District Transformation Coach and Service Support Coordinator in 2016. He has been active with the accreditation process for schools and/or districts since 1992. His AdvancED experiences include being a team member with both with school, district and corporation protocols. Dr. Eades received his undergraduate degree in Intermediate Education from Liberty University, and graduate degrees from East Carolina University.</p>
<p>Dr. Nancy Golson</p>	<p>Dr. Nancy Golson, Lead Scientist of Red Crayon Associates, consults and trains school system and organizations in a process of improvement. Dr. Golson retired from Auburn City Schools, Auburn Alabama after serving as Director of Special Education, System Improvement, and Curriculum Director, and elementary principal. Previously, in Charlotte-Mecklenburg Schools, in Charlotte, North Carolina, she was a District Curriculum Specialist, principal and teacher. She also taught at Johnson C. Smith University and Queens University. Dr. Golson received her Ph.D in Education and Administration from University of South Carolina and her MS and BS from Auburn University, Auburn Alabama. Dr. Golson’s favorite publication is “Red Crayon Finds Her Home”, a children’s book Dr. Golson wrote as principal of Dean Road Elementary. The story is about moving to a new town, being very lonely, and finding her home at a very special school. Dr. Golson has served on many system and school AdvancED accreditation teams, frequently serving as lead evaluator. As System Improvement Director, she coordinated Auburn City Schools through it first District AdvancED accreditation.</p>
<p>Melinda Isaacs</p>	<p>Melinda Isaacs is a Regional Director, serving the Northeast Region of the United States for AdvancED and Measured Progress. Melinda has also recently served as an Engagement Specialist for the Southeast Region of AdvancED where she worked with schools and districts in their school improvement efforts. She previously served the organization in the capacity of Associate Vice President of Postsecondary Education. Prior to her work with AdvancED, Mrs. Isaacs served as a business and adult education teacher. During that time, she developed curriculum that was used for dual college enrollment credit. Mrs. Isaacs worked as the Coordinator of Standards and Assessment for the West Virginia Department of Education serving both high schools and technical centers across West Virginia in their accreditation, assessment, and curriculum development efforts. Mrs. Isaacs also served as the principal of Clay County High School for seven years. Melinda holds a Bachelor of Arts in Business Education from Glenville State College and a Master of Arts in Educational Leadership from Marshall University.</p>

Team Member Name	Brief Biography
Leanna Ison	<p>Leanna Ison is the administrator for strategic initiatives and district accreditation for Pinellas County Schools, the eighth largest public-school district in Florida, and 27th largest in the nation. She currently provides project management coaching to district teams in support of strategic initiatives, prepares school-based teams for improvement planning, and manages the district-wide accreditation renewal. Mrs. Ison holds a Master of Education with an emphasis on Program Evaluation from the University of South Florida, is a Lean Six Sigma Yellow Belt, and Certified Lean Project and Process Improvement Leader. She has over a decade of experience leading educational improvement, including managing accreditation efforts in K12, career and technical, and university sectors. She also serves on the Florida Sterling Council's Board of Directors, Board of Examiners, and Leadership Corps where she evaluates organizations for effectiveness and makes recommendations for improvement in accordance with the nationally recognized Baldrige Criteria for Performance Excellence. Mrs. Ison has served as an AdvancED external reviewer for three years.</p>
Scott Jarvis	<p>Scott Jarvis currently serves as Assistant Director of the Broward County Public Schools' Office of Service Quality. As a division of the District's Office of School Performance and Accountability, Scott's office is responsible for working on all school operational issues for a third of the District. Mr. Jarvis has been an educator for 33 years, having earned his Bachelor of Science Degree in the dual majors of Elementary and Special Education from Brooklyn College and his Master of Arts Degree in Educational Leadership from Nova Southeastern University. Scott's background includes roles as a classroom teacher, Exceptional Education Specialist, Assistant Principal, and Assistant Director to the Area Superintendent. Scott has served on several AdvancED Accreditation Visits for individual schools and whole districts. He was instrumental in formulating Broward County's full reaccreditation this past cycle. Mr. Jarvis has recently presented during a Bridge Delegation for Educational Administrators held in Beijing, China.</p>
Dr. Mary Krisko	<p>Dr. Mary Krisko, is a retired school district curriculum director and consolidated grant manager with previous experience as a middle school and high school science teacher, a university instructor specializing in cell morphology, and a graduate-level curriculum, instruction, and assessment instructor. Her doctoral research in education focused on teacher leadership, initiating the concept of teacher leadership beyond the walls of the classroom with publications relating to the attributes of a teacher leader. During Dr. Krisko's career in education, she was the Wyoming Teacher of the Year, the National Presidential Awardee in Mathematics and Science, the Wyoming Curriculum Director of the Year, and the Wyoming Retiree of the Year, and received the Wyoming Excellence in Education Award from AdvancED, as well as the AdvancED Illinois Quality Leadership Award. Dr. Krisko served as a member of the Wyoming AdvancED State Board and continues to serve as an AdvancED Lead Evaluator at school and school system levels.</p>

Team Member Name	Brief Biography
Giselle Marsh	<p>Giselle Marsh currently serves as the Director for K-12 School Improvement, Accountability, and Testing for Leon County Schools in Tallahassee, Florida. Mrs. Marsh is the liaison between the Department of Education and schools in differentiated accountability status. In addition, Mrs. Marsh works with schools to disaggregated state testing data and review strategies to support school improvement efforts. Mrs. Marsh’s responsibilities also include oversight of Title I, Title IV as well as the UNISIG grant. Her department also houses charter schools and instructional materials. She is a former principal with a graduate degree in Educational Leadership and an undergraduate degree in Chemistry Education as well as AdvancED Engagement Review experience.</p>
Dr. Cheryl McKeever	<p>Dr. Cheryl A. McKeever is currently serving as the Director of Assessment within the Division of Performance Accountability for the School District of Palm Beach County. She has over 30 years of administrative and instructional experience in three Florida school districts. She has served as an elementary, middle and high school principal. She was selected by the State of Florida as the 2009/2010 National Elementary/Middle School Distinguished Principal of the year. Her elementary school was a recipient of the East Coast Technical Assistance Center (ECTAC) Award for Exceeding Expectations in a Title I school. Dr. McKeever has served on several AdvancED Engagement Review teams. She recently led Palm Beach County School District in their 2018 K-12 District and Early Learning Accreditation.</p>
Dennis Nath	<p>Dennis Nath received his Master’s degree in Media and Technology from Mankato State University, Mankato, Minnesota. He retired after serving 32 years as the district library media specialist for the Mitchell School District in Mitchell, SD. He was recruited to design and furnish a media center/library for Hayah International Academy in Cairo, Egypt, and spent the 2008-2009 school year in the Mideast. Dennis has been a member of AdvancED evaluation teams since 2009 and has assisted on numerous visits in 11 states and serves as a lead evaluator in his home state of South Dakota.</p>
Dr. Chandra Phillips	<p>Dr. Chandra Phillips is a respected leader with more than 25 years of experience in the field of education. She received a Doctor of Education degree with an emphasis in Educational/Organizational Leadership from Nova Southeastern University. Her extensive career was spent primarily in the sixth largest school district in the United States and second largest in the State of Florida, which afforded her opportunities to serve as Superintendent, Director of Schools, Principal, Assistant Principal, IB Magnet Coordinator, Curriculum Specialist, Teacher, Mentor, Coach, and Advisor and other roles in both traditional and non-traditional public schools. Currently, Dr. Phillips serves as an Education Consultant and is interfacing with other leaders to author a book on leadership. Her passion for continuous improvement in education led to a collaboration with AdvancED where she serves as team member and lead evaluator for more than 13 years.</p>

Team Member Name	Brief Biography
Suzette Steffer	<p>Suzette Steffer has spent 25 years in education as a middle and high school mathematics teacher, assistant principal, principal, and district level administrator in Citrus, Levy, and Orange counties. She currently works for Orange County Public Schools as a Senior Administrator for Accountability and Improvement with her focus on accountability and accreditation. Suzette earned her BS in Secondary Mathematics Education from the University of South Florida and Masters in Educational Leadership from St. Leo University. Suzette has worked with schools and district teams to navigate the internal review process and prepare for an AdvancED external review. Suzette has served as an AdvancED Team Member for both school and district reviews.</p>
Dr. Peter Straker	<p>Dr. Straker spent most of his life in Great Britain where he was born. He was employed for in the Royal Navy as an Electrical Air Engineer while serving he gained a British Diploma in Aeronautical Electrical Engineering. After leaving the Navy he completed his Bachelor of Education in Secondary Mathematics at Leeds Metropolitan University in Yorkshire, England and taught mathematics in an inner-city school in London, England. He gained a Master of Science in Computing and Mathematics Education from South Bank University London. He relocated to Florida in 1997 where he served as a Mathematics Teacher, Technology Specialist, Middle School Administrative Dean, New School High School Planning Administrator, High School Assistant Principal, High School Principal. . Dr. Straker has an Educational Specialist Degree in Educational Leadership, and Doctor of Education in Education Leadership. Presently he is a Doctoral Adjunct Professor, Doctoral Dissertation Committee Member and currently district Administrator on Assignment for Research, Evaluation, & Accountability</p>
Dr. Lynda Taylor	<p>Dr. Lynda Gibson Taylor resides in Magnolia, MS; a native of McComb, MS. She earned an Associate of Arts degree from Southwest MS Community College; both a Bachelor and Master of Science degree from the University of Southern Mississippi, Hattiesburg, MS; a Doctorate of Education in Child and Youth Studies from Nova Southeastern University, Fort Lauderdale, FL. She is a retired educator, serving public schools 39 years. She has worked as a Teacher, School Principal, Dir. of Dist. Testing, SPED Dir., and Chief Academic Officer. Her most rewarding experience was establishing a full functioning health and wellness school and a school where children enhanced learning through the arts. She has served on six (6) AdvancED System External Review teams; numerous school level teams, dating back to the days of the Southern Association of Colleges and Schools.</p>
Jessica Thayer	<p>Mrs. Thayer currently serves as the Assistant Superintendent of Secondary Programs for the School Board of Highlands County in Sebring, FL. Prior to this role, she taught Business and Math at the high school level, served as a Literacy Curriculum Resource Teacher, was an Administrator at the Middle and High School levels and worked as the Director of Secondary Programs.</p>

Team Member Name	Brief Biography
Buddy Thomas	William “Buddy” Thomas has retired after 45 years in the field of Education, the last 17 years as the Principal of George Jenkins High School in Lakeland, Florida. Mr. Thomas began his career in 1972 and has served as an administrator for 25 years, a secondary math teacher, a coach of various high school sports, and continues to be an active member of his community. He has earned an A.B. in Education from Glenville State College, a Masters in Educational Leadership from West Virginia University and an additional 33 hours above his Masters from Marshall University and University South Florida. He has been a Board Member and/or Officer serving on various School, District and State Committees in Florida and West Virginia. Mr. Thomas has worked with AdvancED (SACS/CASI) evaluation teams, both high schools and districts for more than twenty years.
Kelly Wilson	Kelly Wilson has twenty-five years of experience in public education in Georgia. She has taught kindergarten through eighth grade, technology classes, and coached tennis and cheerleading. She currently is employed as Director of Federal Programs and Curriculum for Trion City Schools in Georgia. Kelly earned both a bachelor’s and master’s degree in Early Childhood Education from Berry College in Rome, Georgia and an educational specialist degree in Instructional Technology from Lesley University, Cambridge, Massachusetts. She was the system coordinator for Trion City School’s recent SACS Accreditation and has served on multiple school and district committees.

References and Readings

AdvancED. (2015). Continuous Improvement and Accountability. Alpharetta, GA:

AdvancED. Retrieved from <http://www.advanc-ed.org/source/continuousimprovement-and-accountability>

Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.

Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/what-continuously-improving-system-looks-like>

Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>

Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/savvy-school-change-leader>

Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.

Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.

Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.

Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education*. San Francisco: Carnegie Foundation. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf

Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.

Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.



advanc-ed.org

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

9115 Westside Parkway, Alpharetta, GA 30009



About AdvancED

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

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