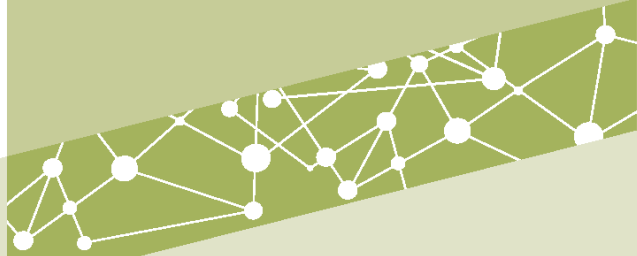


February 10 - 13, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
The School District of Lee County
2855 Colonial Blvd.
Ft. Myers, FL 33916

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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.	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.	Exceeds Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Exceeds 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.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	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.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	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.	Exceeds 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.	Meets Expectations
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	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.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®)

Results

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

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

eleot® Observations		
Total Number of eleot® Observations	127	
Environments	Rating	AIN
Equitable Learning Environment	2.83	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.24	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.33	3.74
Learners are treated in a fair, clear and consistent manner	3.44	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	2.32	2.06
High Expectations Environment	2.74	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.89	3.17
Learners engage in activities and learning that are challenging but attainable	3.02	3.14
Learners demonstrate and/or are able to describe high quality work	2.62	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)	2.64	3.06
Learners take responsibility for and are self-directed in their learning	2.52	2.89
Supportive Learning Environment	3.17	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.09	3.66

eleot® Observations		
Total Number of eleot® Observations	127	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	3.13	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.18	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.27	3.66
Active Learning Environment	2.75	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.86	3.34
Learners make connections from content to real-life experiences	2.51	2.80
Learners are actively engaged in the learning activities	3.10	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.53	2.74
Progress Monitoring and Feedback Environment	2.61	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.34	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.01	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.02	3.37
Learners understand and/or are able to explain how their work is assessed	2.06	2.63
Well-Managed Learning Environment	3.14	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.34	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.27	3.83
Learners transition smoothly and efficiently from one activity to another	2.89	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.06	3.54
Digital Learning Environment	1.97	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.28	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.94	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.70	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.

13 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	
Improve Opportunities for Improvement	Standards: 2.2, 2.12
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, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 Standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

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

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

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

Institution IEQ	340.48	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.

During classroom visits, members of the Engagement Review Team noted only a few instances where students were engaged in creative or collaborative problem-solving activities requiring higher order thinking skills. Additionally, team members observed few students using digital tools, and those that were using technology were doing so predominately at the basic level of substitution (e.g., using commercially available apps for drill and practice, completing online worksheets and turning them in via Google Classroom, and searching for information on the Internet.) It was also noted that most students appeared to merely be following step-by-step instructions rather than developing independence and responsibility for their own learning through collaborative structures. Team members also visited the Lee County Virtual Instruction program, however, which was perceived to be a model of success with the integration of technology that could be shared across the district. The district should implement a stronger professional learning emphasis for all teachers and building administrators in the use of digital tools in everyday classroom instruction in all schools. Through enhanced training and meaningful discussions of the potential improvement of student academic performance through appropriate integration of technology, teachers and administrators would become more effective facilitators of creative and innovative teaching strategies appropriate for today's learners.

The district offers autonomy to principals to administer day-to-day operations and address the diverse needs of students in their individual schools. Furthermore, during interviews with school leaders and teachers, team members learned that instructional materials are most often purchased based on decisions made at the individual schools. Therefore, a wide variety of materials were noted across the schools. At the same time, district and school leaders collect, analyze and monitor student performance data on a regular basis. Not to create a one-size-fits-all approach or infringe on a principal's autonomy, but analysis of available data could provide clear evidence of the effectiveness of materials and improve decision making about the continued use and/or replacement of materials. This use of available data would also support a more systematic approach to the purchase of instructional materials ensuring greater levels of student learning by using only those materials shown to be most effective within the schools of Lee County, thus making optimal use of finite financial resources.

Teachers throughout the district referred to meeting regularly in professional learning groups to analyze student performance data to monitor and adjust instruction. However, while team members observed some differentiation in the classrooms at the elementary level, most involved students being divided into teacher-led small groups, teachers conferring with and guiding individual students, and students doing individualized work online through iReady and other computer programs. At the secondary level, even though students are often

scheduled into courses according to ability and/or interest, few classrooms were observed in which any degree of differentiation was taking place. The district would realize better results from classroom instruction by identifying teachers across the district who demonstrate a strength in differentiation to provide training strategies for other teachers to enhance learning for students with a wide range of ability levels, learning styles, and life experiences.

The school district recognizes and effectively addresses the need to develop strong leaders within the district for both current capacity and future growth. Teacher leadership opportunities include formal meetings, mentoring, cohort meetings, and collaboration meetings with principals and peers. Assistant principal and principal development opportunities include individually tailored learning plans, cohort meetings, zone collaboration, Lean Sigma training, and options available through the National Institute of School Leadership. Team members were made aware of these embedded practices through a review of documents, presentations, and staff interviews. The district is encouraged to continue and enhance the process of identifying and developing leadership talent within the current staff and providing career ladder development through the highly effective initiatives such as Assistant Principal Pool and Level II Principal Certification.

The School Board and leadership team of Lee County has an ingrained focus on future growth and development as evidenced by the Vision 2020 Plan and Envision 2030 Long-Range Plan. Operational procedures are aligned with the 2030 timeline as documented by interviews with board members and the superintendent and the presence of numerous community partnerships, most notable that of The Foundation for Lee County Public Schools. Analysis of performance data guides and supports effective operations and long-range planning. The importance of constantly analyzing the effectiveness and efficiency of programs and initiatives consistent with an effective business model is of critical importance because the district is one of the largest employers in the region and has projected continued student growth at a rate of approximately 1,300 per year. Continued use of a quality management system such as the Six Sigma model in the district would keep the return on investment at the forefront of the district's culture so that resources are dedicated and efficiently utilized with a focus on student learning.

The district has developed and maintains an effective Strategic Plan that identifies and guides the operational and educational needs of the entire organization. That plan was created with broad representation of both internal and external stakeholders and is regularly reviewed and updated to address changing community needs and institutional requirements. The district is commended for its ingrained belief in students and commitment to becoming a world-class learning organization. It is recommended that the district continue its highly effective practices of enrollment forecasting, planning for growth and change within the demographics of the community, and regular updating of the plan to ensure continuous improvement remains the top priority. In the next review cycle, the district should also consider the addition of a contingency planning process to address recovery needs following a major weather disaster or other foreseen events, which could have significant impact on school operations.

Additional insights regarding the district's instructional programs can be found in a separate engagement review report of the Early Childhood Learning Center. That review was conducted concurrently with but separately from that of the K-12 programs using accreditation standards, diagnostics, and observation tools specific to that age level.

Next Steps

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

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

Team Roster

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

Team Member Name	Brief Biography
Dr. Edlow Barker, Lead Evaluator	<p>Dr. 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. Dr. Barker earned his bachelor's degree from Wake Forest University, his master's degree from the University of Virginia, and his doctoral degree from Virginia Tech. 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 as well as a regional Governor's School program for gifted students, and serving as chairman of the Virginia High School League.</p>
Valerie Sommerville Associate Lead Evaluator	<p>Valerie Sommerville serves AdvancED as a field consultant, lead evaluator, associate lead evaluator, and team member. In these roles she conducts engagement reviews for various types of schools including education savings account, digital learning, religious-based, and early learning schools, as well as for systems and corporations. She also conducts readiness visits for new applicant schools, systems, and corporations. She has five years of experience providing AdvancED training to Florida schools, systems, and corporations on accreditation protocols including customized training using elect 2.0. She holds a master's in education degree from the University of Central Florida and a bachelor's degree in home economics from Montclair University (New Jersey) with a minor in mathematics. She has 44 years of educational experience teaching middle school, high school, postsecondary continuing education, and an adult special education program. Her administrative positions with Orange County School District (Florida) include serving as a district senior administrator and as an assistant director at two Orange technical colleges: Mid Florida Campus (Orlando) and Winter Garden Campus (Winter Garden).</p>

Team Member Name	Brief Biography
Tami Dawson	<p>Mrs. Tami Dawson currently serves as the regional assistant superintendent of secondary education with the Polk County School Board in Florida. has twenty-six years of experience in education, including teacher, assistant principal of curriculum, principal, and assistant superintendent. She received a Bachelor of Arts degree in English education from Warner University and a master’s degree in educational leadership from the University of South Florida. Mrs. Dawson has served on many AdvancED external review teams since becoming an administrator sixteen years ago.</p>
Joy Goshert	<p>Mrs. Joy Goshert serves as the assistant superintendent for Wawasee Community School Corporation in Indiana. Her experience with AdvancED includes serving as a lead evaluator for Indiana schools, leading the district accreditation process, and serving on district accreditation teams. Mrs. Goshert has over thirty years of experience in public education, serving as a language arts teacher, athletic coach, director of alternative education, building administrator, and district administrator. She holds a Bachelor of Arts in English from Goshen College, a Master of Science in educational administration from Indiana University, and an Educational Specialist degree from Indiana Wesleyan University.</p>
Urania Harrell Early Learning	<p>Urania T. Harrell’s professional experience includes: elementary teacher for 27 years, adjunct instructor for Elizabeth City and State University and College of the Albemarle, new teacher support coach, certified mentor, teacher of academically and intellectually gifted students, and assistant principal with Hertford County Public Schools in North Carolina for six years. Her experience with AdvancED includes: school lead evaluator and school team member.</p>
Melinda Isaacs	<p>Melinda Isaacs’ experience includes serving as: regional director of the northeast region of the United States for AdvancED and Measured Progress; engagement specialist for the southeast region of AdvancED, working with schools and districts; and the AdvancED’s 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. She 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, leading the school in its efforts to build a culture of care and academic excellence. She 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
Erma Jenkins	<p>Mrs. Erma Jenkins is the former school superintendent of the Emanuel County School System in Swainsboro, Georgia. She has 40 years of experience in education, serving as a classroom teacher, assistant principal, principal, director of instructional technology, director of curriculum and career, technical, and agricultural education, assistant superintendent, and superintendent. She holds a Bachelor of Science in music education, a master's in administration and supervision, and an Educational Specialist degree in school leadership. She holds certification in elementary and middle school education, leadership, and supervision. Additional experience includes serving as a consultant for the Georgia School Board Association and system chair for accreditation. She has worked with AdvancED for several years, serving as lead, assistant lead, and team member in Alabama, South Carolina, Georgia, and Florida.</p>
Robert Jones	<p>Rob Jones is an elementary school principal in Hillsborough County. At his school he oversees a full inclusion program and has developed a science, technology, engineering, arts, and math program on campus. As an assistant principal, he has expertise in the magnet program and working in high needs schools. His teaching experience is in voluntary pre-kindergarten as well as in third, fourth, and fifth grades in all curriculum. He has also mentored many teachers and leaders through the Hillsborough County Principal Pipeline. His accreditation includes elementary (1-6), English as a second language, gifted, educational leadership, and principal. He has a bachelor's in elementary education from Saint Leo University and a master's in educational leadership from the University of South Florida.</p>
Narvelene Lucas	<p>Mrs. Narvelene Lucas joined AdvancED in 2007 and has served on several school teams as well as district accreditation engagement review teams. She currently works as a conduct counselor at a K-8 school in St. Lucie County. Mrs. Lucas has a master's degree with certification in guidance and counseling, school social work, and education leadership. She has experience in teaching adult education courses at a Florida youth correctional facility and a vocational program on a college campus, as well as in counseling and administration.</p>
Kitty McElhane Early Learning	<p>Kitty McElhane is a retired educator from Lake City, Florida. She served 41 years in education in the following positions: assistant superintendent; director of curriculum, assessment, and accountability; middle school assistant principal; and middle grades math teacher. Other educational experiences include: Take Stock in Children board member(1998-present) and chairperson (2004-present); member of the AdvancED Southern Association of Colleges and Schools/Council on Accreditation and School Improvement council (2010-2016); and serving in the accreditation process for more than twenty years.</p>

Team Member Name	Brief Biography
Deborah McRae	<p>Deborah McRae has been an educator for 28 years with the Jackson County Board of Education. During her tenure she has served as a teacher, counselor, and graduation coach. She currently serves as the district school improvement specialist, the chairperson for the district advocacy team, and is a member of the Jersey City Board of Education accreditation committee. She has served on the 2018 and 2014 Alabama attendance policy revision committees, the Children's Advocacy Center planning board, the Department of Human Resources quality assurance board, the Jackson County crisis management team, and the Earnest Pruet Center of Technology advisory council. She has presented at the Alabama State Department of Education Mega Conference (2018, 2015, 2013) and the Alabama Alternative Education Conference (2018). Her credentials include an Educational Specialist degree in guidance and counseling from the University of Alabama, a Master of Arts in guidance and counseling, and a Bachelor of Arts in political science from Jacksonville State University.</p>
Dr. Ruthann Miller	<p>Dr. Ruthann Miller has served for the past 11 years as a principal of an elementary school in Palm Beach County, Florida. Her achievements include training staff in Literacy Learning Intervention and Fountas and Pinell, increasing math, science, and reading scores, and reaching the highest proportion of a year's growth in the school district in reading. She has been a member of AdvancED since 2004, serving on school and district teams in the state of Florida.</p>
Dr. Timothy Morgan	<p>Dr. Timothy Morgan holds a Bachelor of Science in health and physical education, a Masters of Arts, an Educational Specialist degree in school administration from the University of North Alabama, and a Doctor of Education degree in education leadership from Nova Southeastern University. Dr. Morgan taught and coached several years before becoming a school principal. He has a total of 33 years of experience, with 22 years in school leadership at the elementary, middle, and high school levels and five years serving as superintendent of Sheffield City Schools in Alabama. He has been on several AdvancED review teams.</p>
Kimberly Prater	<p>Kimberly Prater joined Measured Progress in July 2017 as a mathematics assessment specialist level three for the eMPower Product Development team, overseeing two grade levels for the entire assessment development process. In addition, she is the lead for the company wide Technology Enhanced Item Group. Ms. Prater's professional career spans 22 years in the field of education, including middle school classroom teacher, adjunct professor for a technical college, and lead assessment developer for both K-12 assessments and the Texas Teacher Certification program. Her educational background includes: certifications in Georgia educational leadership; gifted education; 4-8 mathematics, science, and social science; and teacher support specialist. Prater has earned her bachelor's, master's, and level 5 educational leadership degrees from the University of Georgia.</p>

Team Member Name	Brief Biography
Carmen Pough Banks, Lead Evaluator	<p>Carmen Pough Banks has served as a secondary teacher as well as a post-secondary adjunct professor and has worked with the South Carolina Department of Education. Mrs. Banks has a master’s in education degree, has strong curriculum development experience, and is noted for her successful work with adult learners. As a career educator and seasoned presenter, she provides 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 leadership and governance, curriculum and instruction, and professional development; and translating federal and state legislation into operational procedures. She has been an accreditation specialist for AdvancED for ten years, serving as a team member, team lead, and a certified early learning lead evaluator.</p>
Dr. Peter Straker	<p>Dr. Straker holds a Bachelor of Education in secondary mathematics from Leeds Metropolitan University in Yorkshire, England, a Master of Science in computing and mathematics education from South Bank University in London, England, as well as an Educational Specialist degree in education leadership and a Doctor of Education in education leadership in the United States. He has experience as a mathematics teacher, technology specialist, middle school administrative dean, new school high school planning administrator, high school assistant principal, and high school principal. Presently he is a doctoral adjunct professor and doctoral dissertation committee member. Dr. Straker has been a team member of AdvancED for school and district accreditation since 2012. His experiences within a school system include school safety, grant management, testing, Advanced Placement, International Baccalaureate, full-time equivalency, career and technical education, differentiated accountability reporting and compliance, curriculum, scheduling, technology, budget, professional learning communities, facilities, athletics, assessment, human resources, school improvement, and data analysis. His present responsibilities are district accreditation, school improvement, and special projects.</p>
Buddy Thomas	<p>William “Buddy” Thomas has 45 years of experience in the field of education serving as a secondary math teacher and a coach of various high school sports. He has 25 years of administrative experience, 17 of which he served as the principal of George Jenkins High School in Lakeland, Florida. He has been a board member and/or officer serving on various school, district, and state committees in Florida and West Virginia. He is currently a consultant for Polk County Public Schools. He has earned a Bachelor of Arts in education from Glenville State College and a master’s in educational leadership from West Virginia University. Mr. Thomas has worked with AdvancED Southern Association of Colleges and Schools/Council on accreditation and school improvement high school and district evaluation teams for more than twenty years.</p>

Team Member Name	Brief Biography
Yolanda Thomas	Yolanda Thomas has a Master of Science in economics. She has worked with school leaders, board members, corporate executives and other stakeholders at Charter Schools USA (CSUSA), leading the strategic planning and school improvement process within the organization. During her six years in education, she has expanded her expertise and knowledge in process improvement, data analysis, performance improvement, and strategic planning. She completed Florida Sterling training and received Yellow Belt Six Sigma Certification. After participating in CSUSA's 2010 AdvancED re-accreditation, during which she oversaw the completion of school strategic plans, she is prepared to lead the upcoming 2020 system-wide re-accreditation process for more than 80 schools in the CSUSA network.

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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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