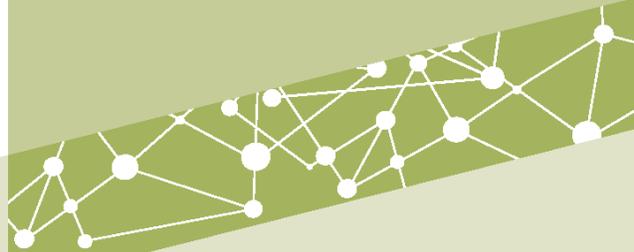


September 17-20, 2017

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# AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

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» **Results for:**  
Chattahoochee County Schools  
326 Broad Street  
Cusseta, Georgia 31805

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Pending Final Approval

## Introduction

### AdvancED Performance Accreditation and the Engagement Review

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

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

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

Stakeholder Groups	Number
School Board Members	5
Superintendent	1
Administrators	8
Instructional Staff	25
Support Staff	5
Students	41
Parents/Community/Business Leaders	21
<b>Total</b>	<b>106</b>

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

Color	Rating	Description
<b>Red</b>	Needs Improvement	Identifies key areas that need more focused improvement efforts
<b>Yellow</b>	Emerging	Represents areas to enhance and extend current improvement efforts
<b>Green</b>	Meets Expectations	Pinpoints quality practices that meet the Standards

Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

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

### Continuous Improvement Journey Narrative

The Engagement Review Team (Team) learned that in the past four years the superintendent, his leadership team and the school board had worked to engage all stakeholder groups in identifying and finding solutions to the challenges of the surroundings that impact students. These included such issues as the socio-economic level of the area and the high mobility of students and staff. A strategic plan had been designed to address the challenges.

With the adoption and rollout of the strategic plan the importance of systematic communications across all stakeholder groups was discussed. Such sharing of information was noted as increasing buy-in and support for initiatives. Strengths, Weaknesses, Opportunity and Threats (SWOT) analyses were used to inform the review of the plan including both internal and external factors. Heavy emphasis was placed on external factors with less emphasis being placed on internal ones. As the superintendent stated, “You can’t have high expectations for students if you, whatever your position, don’t have high expectations for yourself.” The plan was intended to set those high expectations.

Although the system had considerable data, there was no systematic process for analyzing, monitoring and using that data to inform and drive the system and school improvement processes. Where data were utilized, such as in the identification of system and school priorities, tangible results were recognized. Efforts to use data to assess needs and develop programming for all students were noted as beginning.

Systemic implementation of the Professional Learning Community (PLC) protocols should drive the continuous improvement processes. The use of PLCs with fidelity would provide a means of utilizing the talents of staff to more effectively inform decisions through maximizing the use of data, ultimately resulting greater student achievement and professional effectiveness.

The Team recognized system efforts to develop leadership capacity among its staff through the cohort group begun last school year and the intent to replicate it on a two-year basis. It was noted by the superintendent that tangible results had already been seen.

## AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

### Leadership Capacity Domain

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

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

## Learning Capacity Domain

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

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	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.	Exceeds Expectations
2.6	The system implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Emerging
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.	Emerging
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improve

## Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expect.

Resource Capacity Standards		Rating
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Needs Improvement
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.	Emerging
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Exceeds Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

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

### Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>41</b>
<b>Environments</b>	<b>Rating</b>
<b>Equitable Learning Environment</b>	2.54
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.73
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.32
Learners are treated in a fair, clear and consistent manner	3.39
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	1.73
<b>High Expectations Environment</b>	2.59
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.83
Learners engage in activities and learning that are challenging but attainable	2.66
Learners demonstrate and/or are able to describe high quality work	2.34
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.56
Learners take responsibility for and are self-directed in their learning	2.56
<b>Supportive Learning Environment</b>	2.94
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.54
Learners take risks in learning (without fear of negative feedback)	2.90

<b>eleot® Observations</b>	
<b>Total Number of eleot® Observations</b>	<b>41</b>
<b>Environments</b>	<b>Rating</b>
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.15
Learners demonstrate a congenial and supportive relationship with their teacher	3.17
<b>Active Learning Environment</b>	<b>2.43</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.80
Learners make connections from content to real-life experiences	2.07
Learners are actively engaged in the learning activities	2.98
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	1.85
<b>Progress Monitoring and Feedback Environment</b>	<b>2.62</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.56
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.88
Learners demonstrate and/or verbalize understanding of the lesson/content	2.95
Learners understand and/or are able to explain how their work is assessed	2.10
<b>Well-Managed Learning Environment</b>	<b>3.02</b>
Learners speak and interact respectfully with teacher(s) and each other	3.27
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.17
Learners transition smoothly and efficiently from one activity to another	2.59
Learners use class time purposefully with minimal wasted time or disruptions	3.05
<b>Digital Learning Environment</b>	<b>1.31</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.29
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for Learning	1.17

## eleot® Narrative

A highlight of every Engagement Review visit is the opportunity for the Team to conduct classroom observations. They provide evidence of the Standards applied to practice as viewed through student engagement, not teacher practice. Forty-one classroom observations of a minimum of twenty minutes each took place during the visit to the Chattahoochee County Schools. Learners at all grade levels, kindergarten through twelve, and all discipline areas were observed. Each of the observations was assessed through the use of the eleot tool, as organized around seven environments.

The highest rated area was the Well-Managed Learning Environment, with a rating of 3.02 on a 4-point scale. The respectful interactions among teachers and peers, as well as understanding and following rules, were the most evident items in this area. This is consistent with interviews conducted with staff and students. There were few situations of students needing corrective action or redirection. The movement of students in hallways during passing times was respectful and orderly. Students were often observed assisting one another with problem solving and worked independently or in small groups while the teacher was working with students who needed additional assistance. Learners transitioned smoothly and efficiently from one activity to another while observing in a second grade math classroom. Students returning from recess immediately split into workstation groups and began working. These observations were typical of interactions across the grade levels.

The Supportive Learning Environment was next highest, with a rating of 2.94. The items within this environment that received highest ratings were those of students demonstrating positive relationships with their teachers and learners being supported to understand and accomplish tasks. The lowest rated item was that of learners demonstrating a sense of community. While supportive interactions among teachers and students were observed in most areas at all levels, of note was a fifth grade math classroom. The teacher was providing support to all students by working through a problem with a small group of students while moving about providing individual assistance as needed. Through interviews with students and teachers it was clear that strong relationships have been intentionally established, and their impact on achievement.

The Progress Monitoring Environment received a rating of 2.62. The highest rated individual items were those of learners demonstrating and/or verbalizing understanding of their lesson and learners receiving/responding to feedback. Learners being able to explain how their work was assessed was the lowest rated item. There were many situations, especially in elementary classes, where teachers were observed checking in with students for understanding and then moving on or re-teaching, as indicated by the inquiries. Of note were students in a third grade social studies lesson discussing the Pawnee Indians and their development in North America. In order to ascertain student understanding, the teacher had the students complete a graphic organizer regarding different aspects of the group. The teacher then had students share what they had included on the organizer. In a secondary art class the teacher was very specific about what was expected in the development of posters for the counselor's attendance initiative and for Red Ribbon Week. There was discussion that even though everyone had the same basic instructions each student would demonstrate his/her individual creativity.

Fourth highest was a rating of 2.59 for the High Expectations Environment. That learners were observed striving to meet or were able to articulate high expectations established by themselves and/or their teacher was the highest rated item. Lowest rated was learners' ability to describe high quality work. High expectations for achievement was discussed in the Improvement Journey Presentation and particularly noted in interviews with leadership, staff and parents. In a third grade reading classroom, the teacher was heard referencing the standard, which was directly aligned to the learning target/I can statement. When students are able to articulate the outcome of the lesson, know where they are headed and provided support, student achievement increases.

The Equitable Learning Environment was fifth rated at 2.54. Students had equal access to resources and support. They were treated in a fair, clear and consistent manner. However, few examples of differentiated instruction within classes were noted. In interviews with leadership and staff the Team was not able to identify systemic strategies to increase attention to differentiation. In addition, Team members were generally not able to observe instances of students having opportunities to learn empathy, respect or appreciation for their differences.

The Active Learning Environment average rating was 2.43. The item rated highest was that of observed instances of learners actively engaged in their activities. Students and staff were frequently observed interacting respectfully with one another. On a fourth grade language arts assignment students were using Scoot cards allowing them to self-check work. However, few situations of students collaborating with peers on assignments were noted. In addition, the connections of content to real-life experiences did not generally take place. Where connections were made, student interest and participation appeared at a higher level. Classroom approaches were quite traditional. A high interest, highly active learning strategy was observed in a kindergarten class where both adults in the classroom interacted with students about their drawings and dialogue about what was happening with Nub in the picture. In a high school business communications class students were involved in developing public service announcements, which were shared with the teacher and peers.

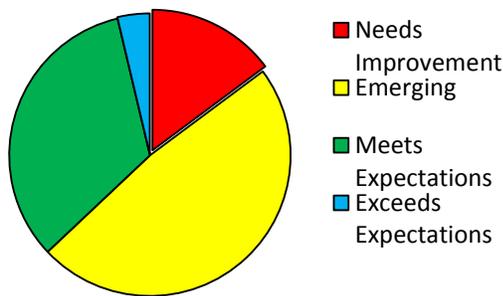
The Digital Learning Environment received the lowest rating of 1.31. Although each elementary classroom was equipped with an interactive panel, four classroom computers, and Chromebooks; and the school was equipped with two computer labs, students were not generally observed interactively involved with the technology. At the secondary level technology use was primarily concentrated in areas, such as business. Of note was the use of digital tools in the Project Lead The Way (PLTW) Design and Modeling class. None of the items in this environment earned a rating higher than 1.46. Interviews with staff and students corroborated that the use of the available

technology by students is an area in need of additional development.

Observations of students engaged in their coursework provided a wonderful opportunity for the Team to reach an overall assessment of whether the artifact and interview data that had been gathered accurately reflected the quality of learning that existed in the Chattahoochee County Schools. The Team noted that students were provided with learning environments that were supportive of their learning.

## Findings

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



Rating	Number of Standards
Needs Improvement	4
Emerging	13
Meets Expectations	9
Exceeds Expectations	5

## Powerful Practices

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

### Powerful Practice #1

The Chattahoochee County School System has worked collaboratively with community partners in the planning, designing, financing and implementing of an exceptional array of programs that support its goal of assuring that every learner leaves the system college and/or career ready.

**Primary Standard:** 1.9

#### Evidence:

Through the Improvement Journey Presentation and corroborated by poll interviews with leadership, staff, community partners and students the Team learned of the strong commitment of the system to increasing graduation rates impacted by programming focused on developing interests, abilities and aptitudes. The Team was impressed with the system's partnerships with community agencies, Fort Benning and businesses. The Team had the opportunity to observe and interview students enrolled in the impressive Junior Reserve Officer Training Corps (JROTC). Agreements with Columbus Technical College and Columbus State University that enable students to earn dual credits were discussed with leadership, teachers and students. In a discussion with a participant the incredible internship opportunities with Pratt and Whitney were brought to the Team's attention.

### Powerful Practice #2

The Chattahoochee County School System fosters a culture of collegiality that works collaboratively in addressing

the unique needs of the whole child, cradle to career.

**Primary Standard:** 2.3

**Evidence:**

Interviews with all stakeholders indicated a system-wide commitment to providing for the socio-economic, material and educational needs of all students. This commitment included the awareness that all system resources should be deployed to identify and address those needs. The Family Connections program works in partnership with the community to address gaps in the areas of medical and social welfare, while the school system, in collaboration with Fort Benning, aims at easing hurdles, such as transportation, that hinder student attendance and/or access to education and extra-curricular activities. As indicated by the Well-Managed Learning Environment overall score of 3.02 on the eleot, students and teachers work well together in an atmosphere of mutual respect. The pre-school program, serving infants through pre-kindergarten, was noted as a particularly powerful example of the breadth of community contributions the system provides.

## Opportunities for Improvement

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

### Opportunity for Improvement #1

Develop and implement a protocol to be used during PLCs to regularly review student learning data.

**Primary Standard:** 1.7

**Evidence:**

Each school provided a schedule of their PLC meeting dates and major topics for the first half of the school year. Conversations with teachers at the elementary school indicated the sharing of strategies for use in specific subject areas took place. However, there was no specific elementary protocol used for regular review of student learning data, including benchmarks, STAR data and common formative assessments. Artifacts suggested that the middle/high school had a protocol from the previous year that was being used. The Team reviewed a notebook of forms documenting PLC meetings, but that documentation was only partially aligned to the protocol. A clear data analysis protocol to be used during PLCs would provide common understanding and goal throughout the system.

### Opportunity for Improvement #2

Develop and implement system processes to identify and deliver professional learning that maximizes the human, material (digital and informational) and fiscal resources aligned with student performance data.  
(Standards 3.1, 3.5, 3.8)

**Primary Standard:** 3.1

**Evidence:**

Through interviews with system administrators and a review of school PLC schedules, the Team found evidence of professional learning, but none that were consistent or evaluated to ensure maximized use of available resources. Interviews at the school levels indicated a lack of formalized plans and needs assessments. Due to budget restraints that were shared during the Improvement Journey Presentation it was imperative that the system align its fiscal resources prudently and intentionally.

### Opportunity for Improvement #3

Model and stimulate a culture of learning through innovative instructional techniques that build students' collaborative problem solving skills and creativity.

**Primary Standard: 2.2****Evidence:**

Through the Improvement Journey Presentation, interviews with stakeholders and classroom observations the Team recognized that the system has a close-knit and caring school community, which could be employed to research and utilize instructional best practices that allow students to achieve self-direction. In addition, such practices could encourage learners to pursue educational interests within the framework of a strong curriculum. As indicated by interviews with the school leadership teams, students currently have limited job opportunities in the community upon graduation. This limitation has had a negative impact on students' motivation regarding their futures. Further, eleot scores in the High Expectations Environment (2.59) and the Active Learning Environment (2.43) indicated that students need exposure to more individualized and student-driven forms of instruction. Such instruction strategies would enable students to build the skills they need to identify and pursue future paths that allow them to overcome the challenges of their economic environment.

## Improvement Priorities

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

**Improvement Priority #1**

Establish and implement a clearly defined continuous improvement process system-wide, which is designed to regularly monitor progress toward improving student learning and professional practice. (Standards 1.3, 1.11)

**Primary Standard: 1.3****Evidence:**

Artifacts, including a review and comparison of the system's strategic plan and individual school improvement plans, along with interviews with teachers, administrators, and leadership teams, indicated variances in the continuous improvement process. School and system instructional leadership teams were in existence, but clearly defined data points were not identifiable as the basis of conversation. When reviewing the SWOT analysis, the Team found there was little or no evidence supporting a review of the system's and schools' strengths, weaknesses, opportunities and/or threats. Most of the items identified were external. A clearly defined and aligned continuous improvement process for the system would help in the regular monitoring of student learning and professional practice.

**Improvement Priority #2**

Research, adopt and integrate a systematic data protocol to analyze program effectiveness and monitor learner needs resulting in differentiated instruction by content, process or product. (Standards 2.7, 2.11, 2.12)

**Primary Standard: 2.12****Evidence:**

Upon review of the Improvement Journey Presentation, interviews with leaders and teachers, assessment strategies and observations in multiple classrooms, it was evident that a single protocol for data analysis was needed. Educators were unsure which data elements to monitor and how to analyze student work. Therefore, they struggled with differentiating learning opportunities, as noted through eleot item A1 with a score of 1.73. Succinct summaries of research-based best practice are in the Teacher Keys Effectiveness System (TKES) Fact Sheets for Standard Six. The Team was not able to identify strategies for analysis of data to monitor and document the

effectiveness of purchased programs (ex: IXL Learning, Saxon). Implementation of a single protocol would develop transferable skills, common language and a shared understanding of how to conduct analyses.

**Improvement Priority #3**

Design and implement formal, documented processes to attract and retain qualified personnel to support the system’s purpose and direction. (Standard 3.4)

**Primary Standard: 3.4**

**Evidence:**

In interviewing the system’s Human Resource Director it was noted, and then corroborated through school leadership discussions, that the Chattahoochee County School System had a problem in the hiring and retention of qualified personnel. Although the system attended job fairs and had a recruitment presence at Fort Benning, the system still struggled with finding qualified personnel. It was noted through interviews with system and school leadership that the very positive practice of employing staff with spouses at Fort Benning also led to some of the turnover of employees as deployments and other transitions occurred.

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

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

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

<b>Institution IEQ</b>	294.10
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## Conclusion Narrative

Following a review of the System Quality Factors (SQF), School SQFs and artifacts; interviews with leadership, staff, students, parents and community members; and observations of classes in all buildings the Team determined that the Chattahoochee County Schools represented a mission-driven organization of educators and leaders that are passionate about the students they serve.

The creation and implementation of the strategic plan should drive the system into the future. It is critical that the plan be reviewed, and modified as needed, on a regular basis. A strategic plan should be a “living document.” It was recognized by the Team that the leadership capacity development was an important element to the implementation and success of the plan.

The Team noted that the School Board was a cohesive group of community leaders who clearly understood their

roles and were effective in providing governance to the system. As one Board member stated, “they are driven by and about education.”

In the schools the PLCs extended opportunities for leadership to staff. PLCs, implemented with fidelity have purpose and process, with the results being greater student achievement and staff effectiveness.

The Team noted the number and strength of the partnerships that have been formed as exceptional. The breadth and depth of mutual cooperation and collaboration with Fort Benning was particularly impressive. The system accepted the challenges of mobility and valued the opportunities that came with such a large installation in the county. The JROTC program enrolls nearly half of all secondary students. A JROTC student who shared how the leadership development curriculum enhances learning and student life led the Team on its tour of the secondary school.

The system is to be acknowledged for its efforts to maximize the value added through its relationship with its Regional Educational Service Agency (RESA). On many occasions the Team was made aware of professional development and other support the system accessed through RESA, and which could not have been available or affordable elsewhere.

The recent grant from the state will enable the system to develop the Chattahoochee Valley Academy. The Academy, operating with the county has its own board to guide development and implementation. This will enhance dual credit opportunities for students through Columbus State University and Columbus Technical College. The advent of the partnership with Pratt and Whitney provides paid internships for student interested in technical careers.

In the earlier grades initiatives, such as PLTW, the elementary school news show, band/art and student leadership opportunities are examples of the system attempting to provide breadth of programming. The system takes its “Cradle to Career” theme seriously by providing infant through pre-kindergarten schooling for the community.

In the midst of the dynamic landscape of 21<sup>st</sup> Century education, The Team identified areas Chattahoochee County Schools would need to address in order to ensure that they could continue to deliver on their mission in the ever-changing world. The system has had a major goal to increase graduation rates. While it has been making steady progress, there is room for additional growth. The focus on career and college preparation, strategies to better serve students of high mobility and curriculum enhancements in the earlier grades should support graduation targets.

While the school has access to a considerable amount and variety of data that are collected, there is a need to further target professional development for mentors and instructional support staff in developing their skills to best utilize the data to drive instruction, resulting in greater student achievement.

The system has invested in a considerable amount of technology, both in the classrooms and for administrative purposes. With the influx of technology it was learned that some professional development took place. While staff utilized such devices as the interactive whiteboards, little use of technology by students was observed. The Team noted that additional professional development and technical support specific to student use would maximize the impact of technology on instruction.

Communications is a major concern in most school systems. The Team recognized this is a larger issue in an area with such high mobility. It was recognized that the system already has established impressive community partners and cooperative programs. Continued and expanded communications will only serve to strengthen those relationships that exist and open up new opportunities.

The system has been undergoing considerable and substantive change over the past two years. Its success can be attributed to visionary leadership and buy-in from a staff that shares the passion and is committed to providing its students with the best education possible with the resources that are available. As a staff member put it, “ the

changes are made to benefit students, and I'm on board." Keeping all of the stakeholders at their appropriate levels of understanding and involvement challenges system leadership and staff.

By addressing the Improvement Priorities cited in this report, the Chattahoochee County School System will have taken major steps in recognizing areas that, if fully embraced, will enable it to function more effectively to the greater fulfillment of its mission "to prepare all students for college and career readiness as they grow to be productive contributors in society."

## Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

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

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

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot®

certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
John Sedey, Lead Evaluator	John Sedey has been a teacher, school and district administrator, and educational consultant. Since retiring from public school administration, he has been in private practice, primarily consulting to career and technical education, alternative schools, and charter schools. He has provided leadership in program planning and development, student systems, environmental education, assessment and testing, state and federal program administration, student support systems and education-business partnerships. John has been a senior developer for one of the eleven New American Schools Development grants. In his advocacy for college and career readiness, he has consulted to federal and state departments of education. John holds a bachelor's degree in history and business, a master's degree in education administration, and has done additional graduate work, including that as a Bush Public School Executive Fellow. He has led more than a hundred AdvancED reviews in 28 states since 2008.
Michael Rotjan, Associate Lead	Michael Rotjan has served as a teacher, instructional technology specialist, professional learning coach at the system level, and currently serves as instructional data coordinator for the system. He adjuncts at Kennesaw State University in the Department of Instructional Technology where he instructs Data Analysis and School Improvement along with Professional Learning and Technology Innovation. He has degrees from Columbia University, Walden University and Kennesaw State University.
Charlotte Oglesby	Charlotte Oglesby, a retired educator, currently serves AdvancED as a team member, both for Alabama and out of state teams, and Lead Evaluator for Alabama. She has been serving on review teams since the late 1980's. She received her BS in Elementary Education from Judson College, her Masters of Library Services as well as a higher certificate in Elementary Education from the University of Alabama. She started her career as an elementary teacher in Florida and then moved to Alabama where she completed 44 years. She has taught elementary and middle school students, served as the librarian at the middle school and high school level, and completed her career at the central office as the system technology coordinator for Perry County Schools. While in the schools, she served as school professional development contact, parental involvement chairman, school technology coordinator and Federal Programs contact. She currently serves as night librarian at Marion Military Institute, a member of the Alabama Junior College Association.
Dr. Chad Thompson	Chad Thompson has dedicated his professional career to the advancement of education and opportunities for young people. He has served as a middle school teacher (4 years), assistant principal (9 years), and principal (4 years), all in the public education sector within 2 districts. Chattahoochee County is his first opportunity to serve as part of the engagement review team for AdvancED. He is currently the principal at a school in Macon, Georgia. He holds a Doctorate degree in Educational Leadership, certification in middle grades education (math and social science), and a Bachelor's degree in Business (Risk Management and Insurance).

Team Member Name	Brief Biography
Connie Urbanski	<p>Connie Urbanski is currently the Assistant Superintendent for Catholic Schools in the Archdiocese of Atlanta. Prior to this she worked for the Diocese of Baton Rouge in Louisiana and for the Diocese of Raleigh, North Carolina. Connie has a doctorate in Educational Leadership and Administration, a Master's of Science in Educational Supervision, and a Master's of Science in English Education. Connie has worked in education for 33 years, teaching high school and college English, serving as an administrator in elementary, high school and college. Her publications include: <i>The New Catholic School Leadership: Principals and Pastors Working Together</i> (<i>Momentum</i>, Vol. 44, No. 2 , April/May 2013) and <i>Retaining and Developing Leaders for Catholic Schools</i> (<i>Momentum</i>, Vol. 45m April/May 2014).</p>

Pending Final Approval



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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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