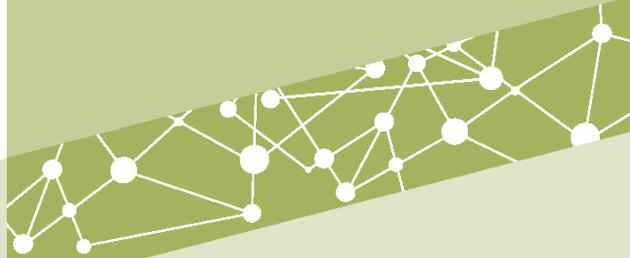


February 5-8, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**

Tipton Community School Corporation

1051 South Main Street

Tipton, Indiana 46072

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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.	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.	Emerging
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.	Emerging
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Emerging
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 Improvement

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.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Needs Improvement
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Needs Improvement

Learning Capacity Standards		Rating
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Needs Improvement
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.	Needs Improvement
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.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Needs Improvement
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	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.	Meets 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	50	
Environments	Rating	AIN
Equitable Learning Environment	2.75	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.02	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.50	3.74
Learners are treated in a fair, clear and consistent manner	3.52	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	1.96	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	2.80	3.17
Learners engage in activities and learning that are challenging but attainable	2.96	3.14
Learners demonstrate and/or are able to describe high quality work	2.70	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)	2.40	3.06
Learners take responsibility for and are self-directed in their learning	2.82	2.89
Supportive Learning Environment	3.20	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.12	3.66

eleot® Observations		
Total Number of eleot® Observations	50	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	2.94	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.30	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.44	3.66
Active Learning Environment	2.65	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.68	3.34
Learners make connections from content to real-life experiences	2.44	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	2.38	2.74
Progress Monitoring and Feedback Environment	2.71	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.28	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.06	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.16	3.37
Learners understand and/or are able to explain how their work is assessed	2.34	2.63
Well-Managed Learning Environment	3.29	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.44	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.54	3.83
Learners transition smoothly and efficiently from one activity to another	3.04	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.16	3.54
Digital Learning Environment	2.01	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.60	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.90	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.54	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.

IB Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards 1.3, 1.9, 1.11 Standards 2.2, 2.4, 2.5, 2.6, 2.10 Standards 3.1, 3.2, 3.3
Improve Opportunities for Improvement	Standards 1.2, 1.6, 1.7, 1.8, 1.10 Standards 2.3, 2.7, 2.8, 2.12
Impact Effective Practices	Standards 1.1, 1.4, 1.5 Standards 2.1, 2.9, 2.11 Standards 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	275.16	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

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

The Engagement Review Team identified several themes from the review that will support the continuous improvement process for Tipton Community School Corporation. These themes include both strengths and opportunities to guide the improvement process.

A culture of caring, pride, and support was evident throughout the corporation. A shared vision, focused on student success, was evident in interviews with parents, community representatives, board members, teachers, leaders, and students. Survey data confirmed the support from internal and external stakeholders for the corporation. Parents, community members and teachers described the accessibility of corporation and school leaders which encouraged trust in the corporation. Open-door policies of leaders allowed stakeholders to interact in a timely and meaningful manner to express concerns or offer support for initiatives. The team heard Tipton Community Schools described as a "close-knit community" during interviews with all stakeholder groups. After-school tutoring is provided by local churches to support struggling students. "My Closet" is a non-profit new clothing pantry for students in need. The program is housed at the middle school and coordinated by school staff. Area churches and organizations support and fund programs such as weekend food backpacks for identified students. The local theater group includes students in productions performed in the high school auditorium to provide opportunities for talented students to participate in drama. The collaboration between local agencies and groups, to support students to meet basic needs or to explore and develop areas of interest, enabled the corporation to expand resources beyond those financed by corporate funding. Community meetings conducted by corporation leadership encourages active participation and affords external stakeholders' opportunities to learn about the activities available and provide input as new programs are considered. An Agriculture program, implemented at the middle school level, in response to community, parent and student input, is an example of the responsiveness of corporation leaders to the school community stakeholders. Collaboration with the local 4H program encourages student participation in the wide-ranging programs. Decision making at all levels is guided by the mantra "What is best for kids." Although the team noted numerous examples of support provided to students and commitment from the larger community to student success, longitudinal data from surveys and programs were limited. The analysis and use of data to ensure the corporation sustains successful initiatives, adjusts existing programs to better meet the needs of students, and develop new programs in response to the data, will ensure the practices designed to support student success are continued or expanded.

A continuous improvement plan with measurable goals, timelines and strategies to monitor the plan was not evident. Although the corporation had a Strategic Plan with clearly identified goals, key priorities with objectives

and activities cascading from each priority was not evident. The goals outlined in the corporation plan were developed in collaboration with the Tipton Foundation. A process to evaluate the effective implementation of the Strategic Plan and to monitor progress toward achieving the goals had not been designed. Student learning goals were not evident in the corporation improvement plan. Each school had developed a continuous improvement plan, as required, but alignment to a system plan was not apparent. A data-driven process to intentionally monitor and adjust the corporation's continuous improvement plan will ensure student learning and organizational effectiveness remain at the forefront of all improvement initiatives and will guide decision-making. A process to evaluate the plan provides a framework to the corporation for continued improvement and achievement of the identified goals.

The use of data to monitor student learning and organizational effectiveness for quality and adjust for fidelity of implementation was limited. Although data from numerous sources including student achievement, stakeholder surveys, program evaluations and staff evaluations were gathered, systemic processes to ensure the available data are used to inform improvement initiatives was limited. Data are collected, but not consistently analyzed and used. A teacher dashboard, 5 Star Pivot, was available, but a process to monitor its use to improve student learning was not evident. Data from student assessments including ISTEP, ACT, SAT, Advanced Placement and Performance Series were available; however, a process to ensure the data were systematically used to improve student learning was not apparent to the team. Parents and students described the use of Harmony to monitor grades and student assignments. Interviews with teachers revealed ISTEP data are used at the high school level to provide support for students who need assistance in achieving required scores. Teachers at the middle and elementary levels use data from Performance Series and ISTEP to identify groups for differentiated instruction. Interview information indicated the groups are fluid and change in response to data. Interviews with all internal stakeholder groups suggested the use of data had improved over the past five years, but systematic processes to ensure all data are used to inform decisions regarding student learning and organizational effectiveness are incomplete. Teacher survey results indicated the need for more formal training in the use of data. Protocols for MTSS are in the process of development. Interventions for each tiered level have not been systematically developed. An MTSS handbook with defined processes and practices is currently being written, but a robust MTSS program to identify student learning and behavior needs was not evident. Protocols to ensure consistency in providing support for struggling students was inconsistent across grade levels. An authentic structure of data analysis to ensure improvement in student learning was not apparent to the team. A process to use the plethora of data available to the corporation leaders and teachers to develop programs to address student needs will ensure initiatives are designed and monitored to improve learning and achievement.

An aligned K-12 curriculum, based on high expectations and aligned to state standards, has not been systematically developed. The e-learning days have afforded staff the opportunity to begin to collaborate systematically, but this practice is in the early stages of development. Some vertical alignment between grades was noted by teachers, but an intentional alignment of the K-12 curriculum was limited. A process to ensure data are collected, analyzed and used to evaluate the quality and effectiveness of the curriculum and to determine the student's preparedness for the next level was not evident. Results from a graduate survey were available, but evidence that the data had been used to improve the curriculum was limited. The career pathways had been expanded in response to stakeholder feedback and to meet state requirements. The Work Ethic Certificate was designed to provide students with recognition for achieving clearly defined expectations. The team did not find evidence of a relevant and engaging curriculum with rigorous standards-based lessons. Interviews with corporation leaders indicated the superintendent and student services director would facilitate the vertical and horizontal alignment of the curriculum, but the process was in the developmental stages. Curriculum maps were available to inform curriculum decisions, but interviews indicated the maps needed to be continually evaluated, monitored and

updated to ensure the curriculum was targeted at continuous improvement in student learning. The use of data to determine potential revisions to the curriculum was limited.

The absence of a systematic instructional framework, based on best practices, to guide all instructional practice was noted by the team. An instructional focus on high yield best practices was not observed. Many internal stakeholders were involved in an instructional process to support improvement in student learning; however, the team found varying levels of the quality and fidelity of implementation systemwide. Results from observations revealed inconsistent opportunities for students to engage in differentiated learning, rigorous coursework requiring higher order thinking skills or technology-based learning. The state teacher evaluation, RISE, and elect observations are used by corporation leaders to monitor instruction, but systemic processes to aggregate data from the results were not evident. Alignment of student learning and evaluation and observation data was not clearly defined. Interviews with internal stakeholders indicated evaluations are not aligned to improvement in student performance. Teachers and leaders described autonomy for teachers to identify and use instructional practices; however, clearly defined expectations or parameters that are systematic regarding instruction were not identified. Review of the professional learning opportunities for teachers indicated instructional practices are targeted, but protocols to ensure the strategies introduced in the professional learning are implemented with fidelity were limited, with varying levels of oversight for instruction. An instructional framework to serve as a guide for effective instructional practice to maximize student learning had not been developed. Practices and protocols to engage students so instruction is relevant and challenging to ensure instruction is impactful are inconsistent systemwide.

The leaders demonstrate the responsible use of resources in many aspects of corporation operations. Determining the cost-effectiveness of proposed or established programs is a priority in evaluating their impact. Interviews with all groups recognized the corporation has a strong instructional staff. Adequate resources and materials were observed in classrooms. The facilities were well maintained. Recent renovations to school bathrooms and the auditorium have upgraded those facilities. School Dude, a computer-based program to monitor work requests, is used to manage maintenance. The board supports fiscally responsible practices. Corporation leadership has demonstrated fiscal restraint and maintained a healthy rainy-day fund with three months of operating funds in reserve. Demographic projections are used in planning for staff, facilities and programs. Long range strategic planning was evident. Stakeholders described a “culture of sharing resources.” Although the system has adequate resources and demonstrates fiscal responsibility, data regarding future needs and plans are not consistently collected and used to ensure successful practices are sustained and areas of improvement are identified.

A continuous improvement plan with measurable goals and a process to monitor and adjust the plan based on systemic analysis and use of data can support the corporation initiatives focus on student success. Alignment of a standards-based curriculum across all levels and an intentional focus on monitoring instructional practice can guide decisions regarding classroom practices and curriculum. The community support from all stakeholder groups provides a sound foundation for all improvement initiatives to improve student learning and organizational effectiveness.

Next Steps

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

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

Team Roster

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

Team Member Name	Brief Biography
<p>Holly Wingard Lead Evaluator</p>	<p>Holly Wingard, a lead evaluator for AdvancED, currently chairs teams throughout the United States. Though retired from Spartanburg School District Three, she remains active serving as a consultant for systems preparing for Engagement Reviews and as a facilitator for systems in the development of strategic plans. She received the 2013-14 AdvancED's Excellence in Education Award in South Carolina. Holly has worked in both a large urban school district and a small rural system. She has worked as a teacher, counselor and gifted and talented coordinator. During her 34 years in education, she has also worked with the accountability department and served on administrative teams. She earned a Bachelor of Arts in sociology from the University of Georgia and a master's in Education in student personnel from the University of South Carolina. She has taken additional courses from the University of South Carolina, Converse College and The Citadel in counseling, administration and teacher evaluation. Holly has served on diagnostic review teams in South Carolina and has lead monitoring reviews.</p>
<p>Doug Allison</p>	<p>Doug Allison has a bachelor's degree in elementary education, a master's degree in curriculum, assessment, and instruction, and certifications as a K-12 building-level administrator and an education specialist. Currently, Mr. Allison is serving in the role of superintendent of Southeast Fountain School Corporation where he has served for six years. Prior to that he served as an elementary principal for five years and a middle school principal for two years. Mr. Allison enjoys the school improvement process and seeing systems come together and function as one cohesive unit.</p>
<p>Arlene Bakutes</p>	<p>Arlene Bakutes is the director of grant initiatives for Richland School District Two in Columbia, SC. In that position, she coordinates all competitive grant activities for twenty elementary schools, seven middle schools, five high schools, and four magnet centers. Dr. Bakutes holds a Ph.D. in secondary education with a focus in curriculum, instruction and media technology from Indiana State University. She also has master's and bachelor's degree in secondary education with a specialization in rhetoric. Dr. Bakutes has experience as a teacher and administrator in K-12 education as a middle and high school teacher and instructional coach. She holds National Board for Professional Teaching Standards certification in English Language Arts/Adolescence and Young Adulthood. She has served on several AdvancED Engagement Reviews and currently serves on the AdvancED Leadership Team for Richland School District Two.</p>

Team Member Name	Brief Biography
<p>Phyllis Gilworth</p>	<p>Dr. Phyllis Gilworth has a bachelor’s degree in music education, a master’s degree in guidance and counseling and a Ph.D. in education with a specialization in leadership in educational administration. She has teaching experience at all levels pre-K-16 in rural, suburban and urban settings. Dr. Gilworth’s counseling experience includes elementary school students and at-risk students in the alternative school setting as well as adults in the community setting. Dr. Gilworth’s administrative experience includes: assistant principal in charge of all discipline and curricular issues at a high risk, urban middle school, assistant principal in charge of guidance, director of instructional programs and assessment and assistant superintendent for curriculum and instruction at an affluent suburban district in Northwest Indiana. Dr. Gilworth has extensive experience serving on school improvement teams and particularly enjoys issues relative to curriculum, teaching and learning. She has participated on numerous AdvancED accreditation teams, serving in multiple roles, both in her home state of Indiana, as well as nationally.</p>
<p>Alan Hughes</p>	<p>Alan Hughes currently teaches 7th & 8th grade social studies at Our Lady of Mount Carmel School, a K-8 Catholic School in Carmel, Indiana. He has been at OLMC for 26 years. His current role includes administrative responsibilities within the Jr. High, and he serves as the chair of the school improvement process. He holds a master's degree in curriculum and instruction and has led several external review teams since 2008.</p>

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About AdvancED

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

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