February 24 – 27, 2019
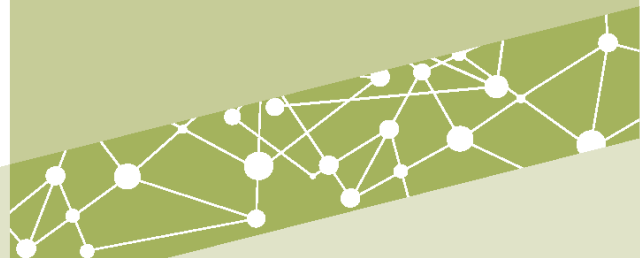
AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» **Results for:**
Rockdale County Schools
954 North Main Street
Conyers, GA 30012

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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.	Emerging
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.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Emerging
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.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Exceeds Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Emerging

Learning Capacity Domain

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

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	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.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Needs Improvement

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	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.	Meets Expectations

Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Meets Expectations
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds 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.	Emerging
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.	Exceeds 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	59	
Environments	Rating	AIN
Equitable Learning Environment	2.88	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.41	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.24	3.74
Learners are treated in a fair, clear and consistent manner	3.46	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	2.41	2.06
High Expectations Environment	2.79	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.83	3.17
Learners engage in activities and learning that are challenging but attainable	2.98	3.14
Learners demonstrate and/or are able to describe high quality work	2.49	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)	2.71	3.06
Learners take responsibility for and are self-directed in their learning	2.92	2.89
Supportive Learning Environment	3.31	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.25	3.66

eleot® Observations		
Total Number of eleot® Observations	**59**	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	3.15	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.46	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.37	3.66
Active Learning Environment	2.80	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.92	3.34
Learners make connections from content to real-life experiences	2.53	2.80
Learners are actively engaged in the learning activities	3.20	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.54	2.74
Progress Monitoring and Feedback Environment	2.69	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.44	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.98	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.07	3.37
Learners understand and/or are able to explain how their work is assessed	2.25	2.63
Well-Managed Learning Environment	3.17	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	3.02	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.05	3.54
Digital Learning Environment	2.23	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.66	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.05	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.97	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		Unmet	**X**
Unmet Assurances	#6		

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 represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

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

Findings

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

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards: 2.2, 2.6 Assurance #6
Improve Opportunities for Improvement	Standards: 1.1, 1.2, 1.4, 1.11 Standards: 2.1, 2.3, 2.7 Standard: 3.4
Impact Effective Practices	Standards: 1.3, 1.5, 1.6, 1.7, 1.8, 1.9. 1.10 Standards: 2.4, 2.5, 2.8, 2.9, 2.10, 2.11, 2.12 Standards: 3.1, 3.2, 3.3, 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	308.06	AIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

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

The Engagement Review Team for Rockdale County Schools identified several themes to support the system's continuous improvement efforts. These themes emerged through the team's review of the evidences provided in the System Quality Factors (SQF) diagnostic, interviews with 247 stakeholders representing various stakeholder groups, documentation provided on-site and classroom and general school-wide observations by the team.

The first theme to emerge was the level of support from stakeholders to assist leaders in achieving the system's vision and mission. The initial indication of such support was evidenced by the numerous parents, students, staff, community and board members who greeted the team upon arrival at the system's newest elementary school for dinner on Sunday evening. All stakeholders present appeared to be genuinely committed to the success of the system in realizing its vision and mission, proudly sharing the accomplishments of the system while acknowledging their challenges. During discussions in interviews with various stakeholder groups, the team determined that the system had established numerous partnerships with community agencies and organizations, including the Rockdale Foundation for Excellence, Georgia United Credit Union, Hedrick Family Dentistry, Rockdale Coalition for Children & Families, Helping Hands Outreach, the Church of New Beginnings, and the Conyers-Rockdale Chamber of Commerce. In addition, when asked to provide one-word descriptors of the system, stakeholders responded with such terms as *committed, student-centered, pride, driven, transforming, growth, opportunities, possibilities, teamwork, family, nurturing, diverse, supportive, innovative, world-class, shifting, choices, student-oriented, Board support, collaboration, customized, achievement, forward-thinking, responsive, engaging, focused, determined, professional, exceptional, global, community, inspiring, joyful, realistic, progress, malleable, home, open-minded, spirited, creative, strong, positive, compassion, helpful, love, and caring.* These descriptors corroborated the team's findings, indicating a high level of support for realizing the system's mission of "*ensuring student success for all through a world-class education with advanced opportunities and personalized support.*"

Although leaders garnered the support of most of its stakeholders in achieving its mission, the team determined the need to increase parental involvement systemically. While it was evident that numerous stakeholders were engaged in the development of the system's strategic planning process in 2017, increased parental engagement was cited as an area of need during the superintendent's Overview of the Improvement Journey Presentation and during interviews with all stakeholder groups. School staffs indicated that parents were invited to participate in Parent-Teacher Organizations, Parent-Teacher Associations, satisfaction surveys and interview panels for selected positions. Some administrators indicated the need to build trusting relationships with parents as a means of garnering their support. One administrator stated, "The parent piece is always the struggle." Statements from

community members indicated the need for improved protocols for communicating with parents, including efforts to help parents better understand the disciplinary code. Input from various stakeholder groups suggested that the system provided a great deal of notification with limited opportunities for two-way communication for all stakeholders. To address this concern, the superintendent, who was appointed on May 30, 2018, initiated a *Teacher Advisory Council* and a *Student Advisory Council* to complement the system's already existing *Superintendent's Parent Advisory Council* and *Superintendent's Advisory Council,* which was composed of community stakeholders. Discussions with various stakeholder groups indicated that meetings were held periodically for each council, fostering two-way communication. A review of the strategic plan, found in artifacts and the system's website, revealed that Strategic Standard 5, Performance Objective A, lists three initiatives to expand family engagement and involvement. They are (1) increase outreach to families; (2) provide multiple modes and flexible times for parents/guardians to be involved; and (3) improve communication, needs assessment and resource awareness of parents/guardians. Based on the status report of the strategic plan found on the system's website, staff members have not implemented strategies to address Initiatives 1 and 2, while Initiative 3 is "in progress." This rating indicated the need to intentionally cultivate relationships with parents and guardians to enlist their input and garner their support to foster the success of the system's improvement journey.

The team found limited evidence of a systematic, formal process to engage various stakeholder groups, especially educator stakeholders, in the system's curriculum revision process. Although student achievement data were collected, the team found minimal evidence of the use of data to evaluate the curriculum, create and revise curriculum maps or to ensure alignment with standards. The team noted the appearance of a greater focus on programs and other initiatives as opposed to instruction that was specifically designed to address the system's own curriculum. Developing and implementing a formalized process that includes the analysis and use of data and the engagement of all educators in reviewing and revising the curriculum, will result in greater buy-in systemically and, ultimately, enhanced success for all students.

Another theme to surface was the need to provide inquiry-based activities across grade levels and subject areas. During classroom observations, the team found minimal evidence of the use of inquiry-based methodologies in the instructional program, with some students completing worksheets in class. The eleot 2.0 results reflected the use of digital worksheets in various learning platforms, such as Edmodo and Google Classroom. Digital technologies should provide an opportunity for students to learn through a variety of inquiry-base activities, but those methodologies were not observed. Providing opportunities for students to engage in inquiry-based learning activities will assist them in developing problem-solving skills.

The extensive use of structured, ongoing collaborative Professional Learning Communities (PLCs) emerged as a well-embedded practice for the system. The team determined that the system provided professional learning opportunities in a variety of formats, including full-day and half-day sessions at the district level, grade-level PLCs in all schools and on-line training modules. Statements during interview sessions with system and school staffs reflected a great deal of collaboration among staff at the school level (i.e., teachers, principals, coaches, and students) with instructional conversations being held with system level staff. Statements during interview sessions with various stakeholder groups and a review of various artifacts revealed that the system employed the *Cycle for Results* process, which uses data to guide the planning, instruction, assessment and interventions selected by staff. Data were also used to determine the effectiveness of the PLCs to improve teaching and learning. Each internal stakeholder group referenced collaboration as an embedded practice. School and system staffs indicated that principals and assistant principals provided support and assistance.

Another theme to emerge was the need to attract and retain qualified personnel who support the system's

purpose and direction. The team was informed that the system had a high turnover rate in some schools, citing the higher salaries in neighboring systems as the reason. One stakeholder indicated that a myriad of program offerings and initiatives were in place in the system. While all stakeholder groups viewed the program offerings for students as beneficial in ensuring all students had options to enhance their chances for success, some stakeholders considered the numerous initiatives implemented in the system as excessive, suggesting the need for program evaluations. One stakeholder stated, "Teachers should be paid more to do more," implying that teachers were expected to do more work without compensation that is commensurate with the work that is expected. System level staff indicated the need to offer incentives and competitive salaries comparable to surrounding counties to assist with recruitment and retention. A review of artifacts and the system's website revealed that Strategic Standard 1, Performance Objectives A, B and C, listed eight initiatives to recruit, retain, and train employees. Of the eight initiatives listed, three are "in progress" and five are "not started." The superintendent indicated that the human resources department was being restructured, with the recent appointment of a chief of human resources, scheduled to come onboard within a week.

The system and its internal stakeholders have created positive learning environments for students systemically. It was evident that the system placed the needs and interests of students in high regard. The team observed mutual respect among the stakeholders, with "pride" and "family" being used frequently when describing the system.

As Rockdale County Schools continues its improvement journey, the team is hopeful that the system's leadership, along with the support and engagement of the community, school board, and all stakeholder groups, will continue to work collaboratively to develop a strong, unified partnership in pursuing the vision of *"being a world-class learning community where all students graduate college or career-ready in a progressive and interconnected society."* Such a partnership is sure to enhance the system's organizational effectiveness, and, ultimately, student success and achievement.

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 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
Dr. Rozalyne P. Wright **Lead Evaluator**	Dr. Rozalyne P. Wright, Education and Diversity Consultant, earned her Bachelor of Arts degree in Spanish from Bethune-Cookman College (University) in Daytona Beach, Florida; her master's degree in administration from the University of Tampa; and a Doctorate in educational leadership from Nova Southeastern University in Ft. Lauderdale, Florida. She began her educational career in 1972 as a classroom teacher at R. B. Cox Elementary School in Dade City, Florida. Her 17 years of experience at Cox Elementary School included classroom teacher, migrant language arts resource teacher, assistant principal and principal. In 1989, she relocated to Highlands County, serving as coordinator of personnel and director of elementary and federal programs. In March 2001, she relocated to Naples, Florida, and served as director of diversity prior to assuming responsibilities as executive assistant to the superintendent for Collier County Schools. She retired from the Collier County School District in 2008. She has served as chair of the Florida State SACS Committee and was the 2005 Florida recipient of the John M. Davis Distinguished Educational Achievement Award. Dr. Wright has conducted numerous and varied accreditation reviews and has supervised instructional and administrative interns for several universities. She currently serves as Lead Evaluator for early learning, school and system engagement reviews.
Dr. Veronica Bacote	Dr. Veronica Bacote received a Bachelor of Science Degree in middle grades education from Paine College, a master's degree in middle grades education from Brenau University, a specialist degree in educational leadership from Troy State University, and a Doctorate in education administration from Georgia Southern University. She currently serves as assistant principal at Newton High School in Covington, Georgia. Dr. Bacote's more than 30 years of experience include teacher, testing coordinator, Title I coordinator, principal, assistant principal, and curriculum administrator. She has served on numerous AdvancED teams as a team member. Dr. Bacote is proud to give back to her community by serving as an administrator at her high school alma mater. She also believes in giving every child, every chance.

Team Member Name	Brief Biography
Mr. Arthur Blevins	Mr. Arthur Blevins graduated from Keith High School and attended Alabama State University in Montgomery, AL. There, he received his bachelor's and master's degrees in elementary education and an Educational Specialist in administration and supervision from Lincoln Memorial University in Harrogate, TN. Currently, Mr. Blevins is serving his seventh year as a principal of Pate's Creek Elementary. He has twenty-one years of experience in education. He taught for eight years, served as a curriculum specialist for three years, and assistant principal for four years. Mr. Blevins believes: "All children can learn, and it is our job as educators to ensure that they do. Children should be taught 'how to think' and not 'what to think.'"
Dr. Ashly Hunter	Dr. Ashly Hunter is a program manager with Effingham County Schools in Georgia. Dr. Hunter is fluent in Individuals with Disabilities Education Act, Free Appropriate Public Education, and special education law. Dr. Hunter has experiences as a special education teacher, behavior specialist, and as a district level Response to Intervention coordinator. She received a Bachelor of Science in elementary and special education from the University of Mary Hardin-Baylor, a Master of Education in behavior disorders from Columbus State University, an Education Specialist in leadership from Columbus State University, and Doctor of Education in teacher leadership from Walden University. Dr. Hunter held National Board Teacher Certification from 2008-2018. Dr. Hunter is a lifelong learner.
Mrs. Rachel Slone	Mrs. Rachel Slone serves as a district administrator for Orange County Public Schools in Orlando, Florida, where she is a social studies curriculum specialist. She currently serves as president of the Florida Association of Social Studies Supervisors. Previously, she served as a K-12 resource teacher in Osceola County, Florida. One of the most rewarding components of her position at the district level is that she can impact instruction at all schools via delivery of continuous professional development, differentiated support at twenty high schools and the recent creation of daily lesson plans for assessed courses. Mrs. Slone attended the University of West Florida and was awarded a master's degree in educational leadership. Since 2017, she has been pursuing her Doctor of Education degree in curriculum and assessment at the same institution. Mrs. Slone grew up in Michigan, attending Oakland University in Rochester.

Team Member Name	Brief Biography
Mr. Arthur Williams	Mr. Anthony Williams is currently an assistant principal at Kirby-Smith Middle School in Jacksonville, Florida. In this role, he coordinates testing, and facilitates the math and science departments' professional learning communities, as well other instructional leadership roles. He has been a servant of public education for over 23 years in two Florida school districts - Clay County School District and Duval County Public School District. Mr. Williams has served as a teacher, an administrator, and chairperson of many committees which support school improvement, teaching and learning. In 2001, Mr. Williams earned his Master of Education Degree in educational leadership from the University of North Florida in Jacksonville. Since 2012, he has been affiliated with AdvancED.

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AdvancED is a non-profit, non-partisan organization serving the largest community of education

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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.