


MEMORANDUM

April 21, 2021

TO: The Honorable Chair and Members of The School Board of Miami-Dade County, Florida

FROM: Alberto M. Carvalho, Superintendent of Schools 

SUBJECT: MATERIALS FOR SCHOOL BOARD/SUPERINTENDENT'S CABINET PLANNING RETREAT – 2019 ADVANCED ACCREDITATION RESULTS

As our system transitions to the planning phase of the strategic blueprint development process, data from a variety of sources will be utilized at our upcoming Planning Retreat on April 28, 2021, to assist in the identification of key priorities to be accomplished over the next five years. These include information obtained from stakeholders via survey, focus/citizen participation groups, and listening tours, as well as student assessment data and other indicators of organizational effectiveness. Another important data source comes from one of the most comprehensive review processes designed to inform school districts' continuous improvement efforts – systemwide accreditation through AdvancED (now known as Cognia). The accreditation process is a voluntary method of quality assurance designed to distinguish a school district's adherence to a set of educational standards. Miami-Dade County Public Schools (M-DCPS) last participated in an accreditation review in early 2019.

As part of this process, which occurs every five years, an external Engagement Review Team gathered first-hand evidence and information pertinent to evaluating the District's performance against the research-based AdvancED Performance Standards in three domains: Leadership Capacity, Learning Capacity, and Resource Capacity. These standards were used to assess the quality of learning environments in M-DCPS to gain insights and target improvements in teaching and learning. To accomplish this, the Engagement Review Team observed 623 classrooms and interviewed 2,000 District stakeholders, including 577 students, 697 instructional staff/teachers, 360 school leaders, 116 parents, and 102 community members.

Overall, of the 31 performance standards the District was evaluated on in 2019, M-DCPS exceeded expectations on 20 standards and met expectations on eight. The District was considered emerging on two standards – fostering a learning culture that promotes creativity, innovation, and collaborative problem-solving; and using a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences. The District was identified as needing improvement on one standard – integrating digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

In preparation for our convening next week, attached for your review is a copy of the complete AdvancED Engagement Review Report, which summarizes all findings from the 2019 accreditation visit.

If you have any questions or need additional information, please contact Ms. Marie Izquierdo, Chief Strategy Officer, Office of the Superintendent, at 305 995-7594.

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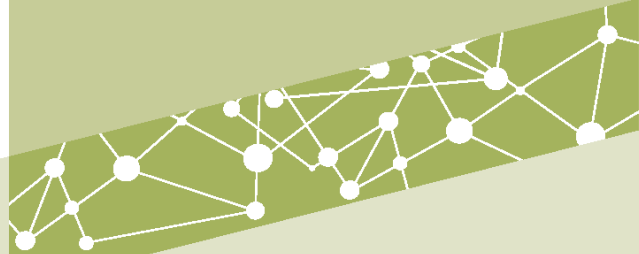
Attachment

cc: School Board Attorney
Student Advisor
Superintendent's Cabinet

February 10-13, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» Results for:

Miami-Dade County Public Schools

1450 NE 2nd Ave Suite 912

Miami, Florida 33132

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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.	Exceeds Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Meets Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Meets 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.	Exceeds Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds 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.	Exceeds Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Exceeds Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Exceeds Expectations

Learning Capacity Domain

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

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Exceeds 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.	Exceeds 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.	Emerging
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations

Learning Capacity Standards		Rating
2.6	The system implements a process to ensure the curriculum is clearly 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.	Exceeds Expectations
2.8	The system provides programs and services for learners' educational future and career planning.	Meets Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	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.	Exceeds 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.	Exceeds Expectations
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Exceeds Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Needs Improvement
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Exceeds Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®)

Results

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

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

eleot® Observations		
Total Number of eleot® Observations	623	
Environments	Rating	AIN
Equitable Learning Environment	2.92	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.49	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.43	3.74
Learners are treated in a fair, clear and consistent manner	3.54	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	2.22	2.06
High Expectations Environment	2.90	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.92	3.17
Learners engage in activities and learning that are challenging but attainable	3.14	3.14
Learners demonstrate and/or are able to describe high quality work	2.60	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)	2.95	3.06
Learners take responsibility for and are self-directed in their learning	2.91	2.89
Supportive Learning Environment	3.38	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.30	3.66

eleot® Observations		
Total Number of eleot® Observations	623	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	3.29	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.44	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.52	3.66
Active Learning Environment	2.88	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.04	3.34
Learners make connections from content to real-life experiences	2.65	2.80
Learners are actively engaged in the learning activities	3.35	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.46	2.74
Progress Monitoring and Feedback Environment	2.79	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.60	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.16	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.11	3.37
Learners understand and/or are able to explain how their work is assessed	2.31	2.63
Well-Managed Learning Environment	3.42	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.59	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.58	3.83
Learners transition smoothly and efficiently from one activity to another	3.12	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.40	3.54
Digital Learning Environment	1.68	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.92	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.65	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.46	1.46

Assurances

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

Assurances			
Met	X	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

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

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

Initiate

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

Improve

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

Impact

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

Findings

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

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standard 3.5
Improve Opportunities for Improvement	Standards 2.2, 2.4
Impact Effective Practices	Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 Standards 2.1, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 Standards 3.1, 3.2, 3.3, 3.4, 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	363.23	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 five themes from the review that correlate to the continuous improvement process for enhancing the goals for the system. These themes present strengths and opportunities to guide the improvement journey.

Miami-Dade Public Schools System (M-DCPS) epitomizes the use of data as a way of doing business in support of academic achievement and operational effectiveness. An extensive array of established data protocols is in place at the system, regional, school and classroom levels to monitor and adjust instruction, inform decision-making and communicate to all stakeholders. Team members reviewed documentation of sustained student growth supported by 10 years of significant, consistent data collection, analysis, monitoring and communication. Trend data demonstrated continued improved student achievement in reading, math, science and social studies system-wide. Increases in participation in advanced courses, dual enrollment and industry certification programs and improved graduation rates were also reviewed by team members. The Florida Department of Education rated the M-DCPS as an "A" system citing decreasing gaps in subgroup achievement and no schools in the "F" status. Teachers cited the use of i-Ready Diagnostic data, Florida Standards Assessment (FSA) results, i-Attend and school formative and summative data as important data sources for planning individualized student interventions. Student achievement data and operational data compiled in Power BI (a system data warehouse) are available for leaders and staff members for analysis and use in subsequent planning. System leaders and teachers explained that data analyses processes used during annual summer Synergy meetings are the catalysts for on-going planning for student achievement, individualized instruction and operational effectiveness. During the Synergy sessions data are analyzed by leaders and school teams to inform decision making. One important action taken as a result of Synergy data analysis meetings includes schools being placed within a tiered level of need with Tier Two and Tier Three schools identified for intensive assistance from system and regional interventionists. Data Dashboards are revised to demonstrate current trends and analysis. During one interview, one teacher commented that teachers are well trained in data analysis and data-driven instructional methods and have been doing so for "as long as I can remember." Another teacher commented that "data IS us!" to emphasize the on-going daily use of data to drive instruction. Specific interventions cited by teachers developed as a result of data analysis include common planning time, before and after school intervention programs, differentiated strategies such as reading blocks and expanded professional development opportunities. Parents indicated that they are surveyed frequently about school and system concerns. Leadership indicated that parent feedback gathered during principal liaison meetings is utilized in decision-making. During leadership interviews, a department director stated that it is his responsibility to ensure that departmental data demonstrate support for student achievement. Budget and

resource leaders detailed an extensive process of maintaining trend and forecast data related to student funding projections. Following the collection and analysis of data sources, system, regional and school leaders ensure that relevant information and decisions are communicated to all stakeholder groups. Leaders hold on-going data conversations to ensure effective monitoring and implementation of decisions. Perhaps the most visible of these conversations takes place via the Data Assessment and Technical Assistance Coordination of Management (DATA/COM) process. DATA/COM is a data-based management process used by the superintendent and his executive staff to monitor fragile schools' instructional and operational needs and deploy resources to address critical issues in a timely manner. Weekly and monthly data chats are held at all levels of the system which include a review of updated data dashboards for each school. Data are reviewed at stakeholder advisory meetings and monthly school board meetings. Data are published to community stakeholders via several print and electronic platforms. Interviews with board members revealed that it is a board expectation that data will be used at all levels to inform decision making. Student interviews revealed that many students maintain color-coded data notebooks to record their progress; however, team classroom observations and eleot results indicated that students monitoring their own learning progress and understanding of assessment methods scored lower than other areas and average scores. Data are reported and made available to all stakeholder groups via an annual report. During the superintendent's overview, he explained that the current strategic plan will again be reviewed and revised to align with on-going data analyses and system needs. While it is clear to team members that data processes are sustained and embedded in the culture and operations of the system, it is important for the system to ensure that all staff continues to be provided with on-going training in the effective use of data in support of student achievement. Additionally, supervision and evaluation and coaching opportunities should continue to monitor effective implementation of strategies to meet individualized student needs in each classroom. The system may also consider expanding student use of learning data to support student-owned learning strategies system-wide.

The system is intentional in the development and delivery of individualized professional development opportunities at the system, regional, school and teacher level. During interviews system leaders discussed Pillar III of its *Vision 20/20 Strategic Blueprint* which encompasses a goal of providing highly effective teachers, leaders and staff. Three priorities are encompassed in Pillar III: 1) Develop principals and system administrators as effective leaders of human capital, 2) Recruit and hire the most qualified people, develop them deliberately and retain them strategically and 3) Plan, facilitate and monitor impact of human capital development opportunities. Leadership and teacher interviews detailed a significant number of professional development (PD) opportunities available in support of system goals. Team members reviewed system documents which outlined these opportunities. An *Overview Flyer, Implementation Update, and Vision and Scope* pamphlet is provided as an initial communication to all employees detailing a menu of PD sessions delivered to staff. Principals described the Principal Leadership Development Program (PLDP), which is offered in partnership with Florida International University to empower system principals to become more effective leaders and change agents in their respective schools. The five-day summer institute integrates the most effective leadership tools and business practices derived from leadership research. Professional Learning Support Teams (PLST) are in place system-wide to enable on-going leadership development within the school setting. The PLST at each school includes an administrator, a professional learning and growth leader and other key leaders to ensure that timely, relevant, research-based and results-oriented professional learning opportunities are targeted to address individual school needs. Regional leaders described the instructional rounds process which provides opportunities for leaders from both the system and regional level to accompany building principals during classroom observations. Instructional rounds provide principals with skills and knowledge to lead effective classroom walk-through observations within a "coaching" model. Principals focus on noting strengths and weaknesses of instruction and in providing high quality feedback to teachers following the observations. A review of climate survey data analysis revealed that teachers are very

supportive of the PD opportunities provided. Teachers are provided two designated professional development days and may choose from an extensive menu of opportunities provided by the system Office of Academics. During a school visit an elementary teacher demonstrated a data chart which outlined one of her students learning needs and the on-line course that she took to learn skills to help this student. As scheduled on the system professional development calendar, a New Teacher Academy Orientation provides a five-day orientation and induction program for new teachers. Mentoring and Induction for New Teachers (MINT) and Teachers Elevating Achievement for All Children (Teach Strong) were mentioned by leaders as being effective instructional opportunities. Teachers expressed their appreciation for the diversity in the learning opportunities and the use of on-line resources and one-on-one support from system and regional academic coaches. Coaching and mentoring for pre-service teachers and support personnel are available for developing and novice educators as well as veteran educators seeking support for innovative and best practice instructional techniques. Teachers develop individual learning plans (MLPs) to self-direct their professional learning. Principals may also determine deliberate learning plans (DPGTs) for instructional personnel to support classroom effectiveness. A system instructional model, the Framework of Effective Instruction, supports best practice instruction across all schools and includes an on-line component, the Framework of Effective Instruction Online PD Toolkit. Teachers explained they are able to participate in a learning community with peers who engage in on-going peer observations, action research and focused conversations. A Teacher Leadership Academy provides leadership pathways for master career teachers interested in extending their capacity as leaders within their schools and system, as well as national certification. Additional digital learning platforms for all educators are available to support school-based, collaborative learning communities. Teachers explained that content and grade area PD is provided to support individual curricular needs. Examples include monthly model lessons in content areas such as Algebra I, digital resource guides, a curriculum bulletin, kindergarten curriculum alignment and middle school redesign. Interviews with operations leaders provided examples of PD to include diversity and inclusion, ethics and mental health services to ensure safe, effective and productive schools and workplaces for students and employees. Interviews with leaders indicated that while extensive data is being used to monitor the effective implementation of professional development activities, program evaluation is not consistently used for high priority professional development activities to determine the impact of these activities on student learning. As a way of furthering the sustainability and embeddedness of its professional development, the system may want to expand program evaluation to provide additional diagnostic information about specific methods of staff development.

The system engages internal and external stakeholders in a continuous improvement process to support achievement of the system's mission, "To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens." "Informed, Engaged and Empowered Stakeholders," the centerpiece of Pillar IV of the Miami-Dade County Public Schools 2015-2020 Strategic Blueprint, is evidence of the system's focus on engaging and sustaining strong partnerships with all internal and external stakeholders in achieving the system's vision . . . of providing a world class education for every student." System personnel participate in a Synergy experience each summer to review goals and update the system's strategic plan and improvement process. Stakeholder survey responses are collected and analyzed at each school and included with other data on which improvement plan objectives are based. Results of this work are used by the Office of School Improvement which has organized Educational Excellence School Advisory Committees (EESAC), 50 percent of which are comprised of parents and community members. These committees meet several times a year and offer a venue for parents to discuss school improvement efforts with school staff. Principals described frequent interest and participation by parents in Parent Student Teacher Associations (PTSA) at schools. Also, school staffs plan and schedule activities such as Family Literacy Nights to involve parents in the education of their children. Stakeholder participation is documented in events with sign-in forms and meeting agendas. Moreover, engagement of stakeholders is supported by a system level Office of Community Engagement

with the mission “to support student achievement by building partnerships with the community.” The Office of Community Engagement actively works with agencies such as Skills for Academic, Vocations, and English Studies (S.A.V.E.S.), the Broad Academy and the 5000 Role Models of Excellence Project as partners to support the system’s vision. The Office of Community Engagement collects and analyzes data to determine and to further develop strategies for increasing the level of stakeholder engagement. The Parent Academy is a year-round initiative sponsored by Miami-Dade County Public Schools (M-DCPS) to engage parents as partners. Parents and students have access to free classes and workshops each month through the Parent Academy. Results of these initiatives were confirmed by parents and community members during interviews. In conjunction with local law enforcement agencies, system staff have developed and improved safety measures in schools. The system assigns resource officers to all schools and monitors the status and results of safety measures with emerging technologies. The system employs numerous avenues of two-way communication with stakeholders. At the beginning of each school year, the superintendent’s Opening Address is streamed for all school staff to be apprised of system progress and goals for the upcoming year. The superintendent holds Town Hall meetings as open forums within the nine geographic areas of the system to elicit feedback from parents and community members. In the system’s documentation, system staff described the Advocacy Centers available in all three regions (North, Central and South) where stakeholders can make suggestions or express concerns. Parents and students have access to information portals to keep abreast of academic progress and school information. Interviews with students revealed that students have opportunities for two-way communication with school staff and leaders through leadership roles in Student Councils and school clubs. Parents and students identified text messages, emails, newsletters and teacher conferences among the many opportunities to be informed about school information and to have opportunities for providing input. The school board communicates information about citizen involvement via the system’s website which describes the procedure and opportunity for citizens to address board members during regularly scheduled meetings. With a following of greater than 54,000 individuals and businesses on his Twitter account, the superintendent communicates daily with the community regarding system events and achievements. Schools also inform parents and the community about current events through school websites. System administrators identified the need to more effectively use social media outlets to increase two-way communication with all stakeholders. It was evident to the team that system staff value and support active engagement of stakeholders at every level of the organization. Noting the success of these efforts and the supportive relationships evident among system stakeholders, the engagement review team encourages system and school personnel to continue to increase participation of parents and other stakeholder groups in achieving the system’s purpose and direction.

Intentional and deliberate processes and procedures are focused on continuous improvement and organizational effectiveness. Leadership promotes a culture where staff feels intimately connected to the organization by deploying human resources throughout the district to ensure the achievement of the system’s purpose and outcomes for learning. There was a high level of engagement of all staff in implementing processes and procedures to ensure organizational effectiveness in support of teaching and learning. Standard operating procedures and adopted policies provide the framework for organizational effectiveness. The superintendent’s overview detailed a specific strategic planning process to support instructional and operational effectiveness and strategic initiatives. Interviews with staff, board members, stakeholders, parents and students revealed internal and external groups were represented and actively engaged in the strategic planning process. A review of policies and handbooks revealed formalized standard operating procedures which support organizational effectiveness and standardizes implementation of policies across the entire district. Interviews with departmental leadership staff such as finance, human resources, police and safety officers, cabinet members and maintenance shared examples of checklists, budgeting processes, survey results, maintenance logs and meeting agendas which documented the implementation and monitoring of departmental quality. These data supported the superintendent’s statement

about the district's focus on the monitoring and program fidelity. Review of district procedures revealed adjustments made in processes and the subsequent decentralization of human resources to better support site-based needs. This has created a "small district" feel in what is the fourth largest district in the nation. District leadership has intentionally created a culture where staff feels intimately connected to the organization. The decentralization of the central office and the resulting distribution of human resources have served to connect each building to the region and the region to the central office. This has helped to ensure alignment of school-based decisions to the strategic plan and to support the achievement of the system's purpose and outcomes for learning. Principals indicated, during their interviews, they feel a sense of trust and collegiality. They shared "if we need anything, we can just pick up the phone and call another administrator or our regional office for assistance." The Synergy workshop's purpose is to share formalized processes to ensure organizational effectiveness and continuity. During interviews staff members detailed procedures to obtain resources, communicate with stakeholders, access upper level leadership and engage in decision-making. Leaders described a district mentoring program and staff evaluation processes which support organizational effectiveness in teaching and learning. Interviews with leaders detailed the collection and analysis of multiple sources of data to evaluate effectiveness and inform curriculum and instructional decisions. The team found formal processes were used to collect and analyze data, and these processes led to changes in program design. The team reviewed student assessment data and socio-emotional data collected to measure the effectiveness of interventions and student support services. There is also a team, the Impact Team, who is assigned to visit schools to evaluate the effectiveness of professional development provided by the district. Staff evaluations are documented in accordance with the collective bargaining agreement and the board adopted evaluation policy. The district's focus on student growth, teaching and learning and strategic partnerships is apparent in the culture and demonstrates a strong commitment to the continuous improvement journey.

The learning culture promotes creativity, innovation, collaborative problem-solving and learner use of technology; however, the team found inconsistent implementation of these practices across the system. Through observations, interviews and document reviews, team members gained an understanding of the extensive systemic efforts to implement its first pillar of the *Vision 20/20 Strategic Blueprint* which articulates the overall learning culture of the system. Pillar I--Relevant, Rigorous and Innovative Academics, is supported by three priorities which focus on 1) College and career ready curriculum and experiences, 2) Closing the subgroup achievement gap and 3) Providing equitable access to quality instructional programs. The team found significant evidence in support of effective implementation of each of the three pillars. A review of trend data demonstrated consistent growth in the system graduation rate (currently 86 percent), no schools designated as "F" schools, fewer schools in the "D" level of classification and decreasing gaps between levels of student achievement. Extensive system resources are devoted to high quality professional development to focus on student readiness for kindergarten and the acceleration of English Language Learners (ELL) into the general curricula. A system professional development menu provides educators with annual opportunities to develop high quality, best practice instructional methods. A strong system of administrative, coaching and counseling supports exists to promote teacher and student effectiveness. An instructional framework is in place to support teacher effectiveness with an emphasis on data use to differentiate instruction at the classroom level. Expanded curricular opportunities have been made available for students in industry certification programs and work-based learning experiences, world languages and advanced academic programs (Advanced Placement, International Baccalaureate Program, Cambridge and Dual Enrollment). Approximately 70,000 students participate in magnet programs and school-based Science, Technology, Engineering, and Math (STEM) and Science, Technology, Engineering, Arts, and Math (STEAM) programs where creativity, problem-solving and innovation are fostered. Teacher and student technology use and literacy, as well as a one-to-one device initiative, are articulated goals of Pillar 1 and are supported with a Digital Resource Guide. A review of documentation and system interviews provided clear evidence that systemic

processes are in place to develop 21st century learning skills. Classroom observations validated that student use of technology, differentiated instruction, collaborative problem-solving and student self-advocacy were found system-wide; however, these practices were not found to be systemic and consistently implemented in all classrooms, in all schools. Observation results as recorded on the eleot revealed that learners' use of technology to gather information, solve problems, create original works for learning and work collaboratively scored as the lowest areas observed. Additional inconsistencies in implementation were demonstrated by scores related to students engaged in differentiated learning, being able to describe high quality work, understanding how their work was assessed and working collaboratively to solve problems. The team found that while it was evident these skills were implemented via programs and curricula in some buildings and in some classrooms, they are not found in all classrooms. The team acknowledges that the size of the system, which encompasses 325 schools, distance and travel within the system and demographic variations within schools challenge the system's ability to ensure systemic implementation and monitoring of instruction and programs; however, inconsistent implementation system-wide hampers the system's ability to provide equitable learning opportunities for all students. As the system moves forward with its on-going strategic planning processes, careful attention to its existing professional development, curricula, program monitoring and staff evaluation processes and data will provide information with which to ensure that all programs are implemented, monitored and adjusted for quality and fidelity in all classrooms. Through formalized processes to ensure systemic implementation, the learning culture will be evidenced over time as being deeply ingrained and protected throughout the culture and operations of the system.

Next Steps

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

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

Team Roster

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

Team Member Name	Brief Biography
<p>Dr. W. Darrell Barringer Lead Evaluator</p>	<p>Dr. Barringer's educational career spans 43+ years. On June 30th, 2012, he retired from Lexington School District One in Lexington, SC after working there for 34 years. During that time, he served as an elementary principal for 29 years. He has taught grades 2-6. He has also served with SACS (AdvancED) since 1983 having chaired a number of international teams, as well as in the U.S. His service has included schools, systems, digital learning institutions, corporations and Department of Defense Education Activity (DoDEA) schools. Dr. Barringer's B.A. is in Biblical education from Columbia International University, and his M.Ed. in elementary education, Ed.S. in administration and Ph.D. in elementary education are from the University of South Carolina. Dr. Barringer joined AdvancED in 2012 as Director for AdvancED South Carolina and currently serves as Vice President for Volunteer Services.</p>
<p>Dr. Catherine Barnes Associate Lead Evaluator</p>	<p>Dr. Barnes joined AdvancED in 2006 and serves as a member of the AdvancED/SACS CASI Florida Council. Since becoming affiliated with AdvancED she has been afforded many opportunities including leading the accreditation process for schools, school systems, charter schools, corporations, early learning programs and consortiums throughout the United States. Dr. Barnes' professional career spans over 25 years. During that time she has served the students and families of Duval County and Alachua County as a secondary teacher, literacy coach, middle and high school assistant principal and middle and high school principal. She currently serves as executive director of schools supervising 30 district and charter schools as well as the early learning programs in Gainesville, Florida, and works with Aspiring Leaders as an adjunct professor at Jacksonville University. Dr. Barnes has earned degrees from the University of Florida, Nova Southeastern University and Jacksonville University.</p>
<p>Martha Cieplinski Associate Lead Evaluator</p>	<p>Mrs. Cieplinski is a retired high school principal with extensive experience in curriculum and educational leadership. She worked in public schools as an assistant principal for curriculum and was the director of a charter military high school. Her varied teaching experiences included human anatomy, biology, high school mathematics, earth science and secondary language arts. She was also an adjunct professor at Central Florida Community College. Mrs. Cieplinski has been a member of AdvancED Florida Council since 2014 and has been a lead evaluator for 10 years with experience in evaluation of schools ranging from early learning through secondary level schools. She traveled extensively as a national trainer for the American Federation of Teachers (AFT) in Instructional Strategies that Work in the Classroom, and she served in Marion County, Florida, as a certified trainer for Cr.I.S.S., Creating Independence through Study Skills.</p>

Team Member Name	Brief Biography
<p>Dr. Dennis Holt Associate Lead Evaluator</p>	<p>Dr. Holt currently serves as supervisor of secondary social studies and driver education for the School District of Hillsborough County, Florida, from 2002 to present. He is responsible for teacher professional development and curriculum improvement for the 8th largest school district in the United States. Additional duties include coordination of AdvancED/Southern Association of Colleges and Schools (SACS) accreditation for the district, as well as responsibility for a wide range of district and community initiatives. Dr. Holt also teaches as an adjunct instructor at the University of South Florida.</p>
<p>Dr. Greg Benton</p>	<p>Dr. Benton is currently in his 22nd year in public education as a general elementary classroom teacher and elementary Title I reading and mathematics teacher. Dr. Benton served as a middle school assistant principal responsible for school operations, standardized testing and instruction with a student enrollment of approximately 1400 students. Subsequently, Dr. Benton served as an elementary principal where he assumed a school struggling to make adequate yearly progress (AYP)-which under his leadership was recognized by the Georgia Department of Education as a Title One Distinguished School. Dr. Benton transitioned from the Henry County Schools to the Georgia Department of Education (GADOE) initially to serve as a school improvement specialist and two years later was promoted to director of teaching and learning effectiveness, including oversight of the statewide Academic Coaches Program and as lead project developer for the Statewide Teacher Evaluation Program-CLASS keys. After three years of successful work at the GADOE, he returned back to his home district as assistant superintendent, where he currently supervises 14 elementary principals. Dr. Benton holds a B.B.A. in business administration from Georgia State University, a M.Ed. and Ed.S. in school administration from the University of West Georgia, and a Ph.D. in educational leadership from Mercer University.</p>
<p>Dr. Iris Borghese</p>	<p>Dr. Iris Borghese has 28 years of experience in the field of public education. She currently serves as a principal in Hendry County, Florida. She has experience as a teacher, an assistant principal, principal and district coordinator. Additionally, she was appointed as a faculty member at Florida State University as an assistant in research/ regional facilitator at the Learning Systems Institute/Florida Inclusion Network. In this role, Dr. Borghese guided and assisted district administrators, school leaders and teachers in analyzing data to develop and implement plans to increase achievement, improve graduation rates and to support inclusive education opportunities for students with disabilities. She has also served in the private sector as a consultant and professional development trainer for Houghton Mifflin Great Source Division. Dr. Borghese has presented at international, state and local conferences. She earned her bachelor's degree and master's degree from the University of South Florida.</p>

Team Member Name	Brief Biography
Lisa Brookins	<p>Lisa Brookins joined Hendry County Schools located in southwest Florida in 2004 and worked as a teacher in the elementary setting for 9 years before moving into administration. During her time in administration she has been a high school assistant principal, a special education assistant director and is currently a middle school principal. Ms. Brookins has earned a bachelor’s degree from Gulf Coast University in Fort Myers, Florida, and a master’s degree in leadership from Walden University in Minneapolis, Minnesota.</p>
Tammy Bullock	<p>Tammy Bullock, PMP, currently serves as a director in client services with Measured Progress, an educational assessment provider located in Dover, New Hampshire. Her portfolio includes large-scale statewide assessment programs and alternate programs. Before joining Measured Progress, Ms. Bullock was an assessment portfolio manager for McGraw-Hill Education/CTB, leading both paper and computer-based testing programs. In her portfolios she has managed assessment programs including KY, GA, ME, NM, NY, OK, SBAC, Qatar and numerous others. She has vast experience in leading virtual teams across the U.S. and internationally. Ms. Bullock holds a Bachelor of Science in elementary education from Lincoln Memorial University and a Master of Arts in Education in leadership and supervision from the University of Kentucky. During her professional career she served as a statewide assessment program manager, professional development manager and trainer, elementary teacher, school administrator and a KY highly skilled educator (HSE). As HSE, Ms. Bullock's work focused on statewide school improvement initiatives at the school and district levels including school/district scholastic audits, data analysis, development and implementation of school improvement plans and developing professional development training for teachers, administrators and district leadership. During her 28 years in education, Ms. Bullock has led initiatives to drive innovative change focused on improving instructional leadership, school performance and student results.</p>
Dr. Jodi Cronin	<p>Dr. Jodi Cronin is the coordinator of professional learning and digital innovation for Collier County Public Schools (CCPS) in Naples, Florida. In that position, she coordinates district-wide professional learning initiatives including new teacher and leadership programs. Dr. Cronin holds an Ed.D. in educational leadership from the University of Florida. Dr. Cronin has twenty years of experience in education as a classroom teacher, district trainer, assistant principal and district administrator. She has served on several AdvancED Engagement Reviews as an external team member and successfully co-led the 2017 CCPS AdvancED Accreditation for CCPS.</p>

Team Member Name	Brief Biography
Anthony Chiles	<p>Anthony Chiles currently serves as an administrator in the Burke County Public School System in Waynesboro, Georgia. He has taught music education at the middle and high school levels for six years before moving into administration. Currently, in his eighth year of leadership, he has worked with AdvancED since 2009. Experiences with AdvancED include serving on numerous Engagement Review Teams as Associate Lead Evaluator for both school and systems accreditation and Lead Evaluator for school accreditation in the states of Illinois, Michigan, Louisiana, Florida and Georgia. Mr. Chiles has presented at the Georgia AdvancED SACS Fall Conference and the AdvancED International on the topic of Effective Meetings Tools and Building a Collaborative Culture. He is also certified as a national SWIS (School-Wide Information System) facilitator, which enables educators to use and sustain Positive Behavior Intervention and Supports structures within schools and systems. Mr. Chiles has his bachelor of music education from Berry College and a master's and specialist degrees in educational leadership from Georgia College and State University.</p>
Dr. David Dixon	<p>Dr. David Dixon is currently the virtual education supervisor for Pelham City Schools. He recently retired from the University of Alabama where he served as a manager of teacher development and curriculum management in the College of Continuing Studies at the University of Alabama. In 1980 he began his teaching career in the Shelby County School District in Alabama, where he taught instrumental music grades 6-12. In 1996 he was appointed assistant principal at Columbiana Middle School for three years and later accepted the position of principal at Columbiana Middle School for the remaining seven years of his career in public education. After retirement he served one year as headmaster of a non-denominational private school in Central Alabama. He currently serves as an adjunct professor at the University of West Florida. Dr. Dixon has earned degrees from Jacksonville State University, The University of Montevallo, and The University of Alabama.</p>
Judith Founds	<p>Judith Founds, a curriculum specialist at Pembroke Pines-FSU Charter Elementary School, is a 20-year veteran and has worked as a teacher, administrator and an early childhood specialist. She graduated from FIU with a bachelor's degree in elementary education. She has earned a master's degree in technology and TESOL and a specialist degree in educational leadership from Barry University. She also holds a Principal Level II Certificate from the Panhandle Area Educational Consortium. She currently is the vice chair on the Pembroke Pines-FSU Charter School Advisory Board. Judith has proudly served on accreditation team visits locally and out-of-state.</p>

Team Member Name	Brief Biography
David Frankel	<p>David Frankel retired in August 2010 as a technology and curriculum consultant from Wayne RESA (Regional Educational Service Agency located near Detroit, MI). He worked with many local school district teachers and administrators in Wayne County to provide professional development programs and design district wide technology plans. He is currently working with faculty at two local universities in the greater Detroit area teaching and designing online courses. He has been a classroom teacher, project coordinator and currently reviews grants for the U.S. Department of Education, National Science Foundation, Fulbright Scholars, and Michigan Department of Education. Being retired, he has worked with school districts and organizations on professional development programs and assisted local school districts in implementing technology in the classrooms. He has been a Lead Evaluator for STEM and Digital Schools and has served on a number of Engagement Review Teams across the U.S.</p>
Jessie Goree	<p>Jessie Goree is the chair of the Clayton County Board of Education which is located in Jonesboro, Georgia. She has been a member of the board since 2008, serving in Georgia's fifth largest school district. She is a native of Louisville, Kentucky, and she received a B. A. in elementary education from the University of Louisville, a M.A. in educational administration from Ohio State University and an Ed.S. from Troy State University in educational administration. She is a retired educator formerly employed in Atlanta Public Schools for 22 years and 9 years in Clayton County Public Schools. Past educational experiences include teaching elementary/middle school mathematics, language arts, social studies and science. Administrative experiences include being an instructional specialist at the elementary and middle school level, Title I school improvement specialist and director of Even Start Family Literacy.</p>
Alisa Grace	<p>Alisa Grace believes her educational experience will serve as a great asset to the AdvancED volunteer team.</p>
Mark Guffey	<p>Mark Guffey has served on several AdvancED system accreditations over the past several years. His professional career spans 27 years. His experience includes teacher, coach, assistant principal, principal of K-8 school, principal of two K-12 schools, federal programs director, special education director, testing coordinator and assistant superintendent. He was selected as the principal of the year for the state of Alabama in 2010. He has presented and spoke at many conferences and educational symposiums. Mr. Guffey has earned degrees from the University of Alabama.</p>
Joel Hollon	<p>Joel Dean Hollon currently serves as a coordinator of grants management in the panhandle of Florida. Mr. Hollon holds an M.Ed. in curriculum and instruction as well as an Ed.S. in educational leadership. Career experience in the roles of classroom teacher, technology coordinator, instructional coach and continuous improvement specialist has helped shape him into a data-driven problem solver who loves to partner with others to make things better. Mr. Hollon's experience with data analysis and systems improvement affords him frequent opportunities to serve on teams that further the efforts of federal programs, differentiated accountability, school improvement and school choice.</p>

Team Member Name	Brief Biography
<p>Dr. Sylvia Jackson</p>	<p>Sylvia Jackson is currently employed as the director of Gadsden Technical Institute (GTI) and director of secondary education. During the course of her 30-year career as an educator, she has served as a middle and high school science teacher; high school lead guidance counselor; high school assistant principal for curriculum, assessment and federal programs; high school principal; curriculum director for both small (Gadsden County Public Schools) and large school districts (Anaheim Union High School District); and a university summer adjunct instructor (California Lutheran University-Human Growth and Development). She has completed action research (CA – Integrated Science Curriculum) and written and received several state grants both in the State of California and Florida. She earned her Bachelor of Arts degree in biology from Indiana University, a psychiatric nursing license from Camarillo State Hospital and her teaching certification in life science from the University of California, Santa Barbara. She has a Master of Science degree in guidance and counseling, Master of Arts in school administration and a doctorate of education leadership, all of which were earned at California Lutheran University. She has written high school curriculum for both English and English as a second language science instruction and presented at the National Science Teachers’ Association Conference and numerous local organizations within the learning communities she has served. Her current district responsibilities include supervision of the day-to-day operations of Gadsden Technical Institute, overseeing the Career and Technical programs at district school sites and supervising K12 secondary education.</p>
<p>Peggy Kring</p>	<p>Margaret Kring is a passionate educator whose priority has been the improvement of teaching and learning leading to student success. She has held positions as principal, assistant principal, reading specialist, curriculum writer and teacher at the elementary, secondary and junior college levels. As a school improvement specialist for the Florida Department of Education, Margaret supported school districts in the areas of professional development, curriculum, instruction, assessment and systems. She has presented at national, state, and local conferences in the areas of reading, year round school and autism. Presently, Margaret is a site coordinator for Communities in Schools where she works with students and staff to remove barriers that hinder student success. Ms. Kring earned a B.A. in English from Boston College and M.A. degree in reading from the University of South Florida. For over 20 years, she has been a review team member for AdvancED-Ed and SACS.</p>
<p>Bettye Lawson</p>	<p>Bettye Lawson is a retired elementary school principal of Palm Beach School District in Palm Beach County, Florida. She retired in 2006 after 40 years in public education in various capacities: classroom teacher, primary learning diagnostician and specialist and school administrator. Following retirement, she continues to serve on AdvancED Review Teams serving in charter schools, district reviews and individual elementary and secondary schools. Presently, she is working to complete her doctoral degree at the University of Phoenix in educational technology. She does part-time work for Florida Atlantic University, serving as a mentor to students who are fast tracking their entry into teaching.</p>

Team Member Name	Brief Biography
Kathryn Leeper	<p>Kathryn Leeper has been teacher and assistant principal in Pasco County, Florida, the 55th largest school district in our nation for twenty-five years. She is a leader in dropout prevention and school reform. As an assistant principal in Pasco County, Ms. Leeper has lead several schools in developing and implementing a positive behavior support program that received national recognition in ASDC SmartBrief in November 2013. Kathryn began her career in Pasco County Schools in 1994 as a teacher. She taught head start, exceptional education, elementary, middle and high school students. In 2006, Kathryn became an assistant principal where she led the Graduation Enhancement and Guidance teams at three different high schools and increased graduation rates by 10 percent. Kathryn has served AdvancED as a team member and a lead evaluator at both the school and system level since 2006.</p>
Kenneth Linsley	<p>Kenneth Linsley is the senior development specialist in the solutions and innovation department at AdvancED. This department is responsible for the identification and development of new products and processes to support continuous improvement across the AdvancED network. He also leads AdvancED STEM Certification reviews. Mr. Linsley began his career in K-12 education as an elementary school teacher in Athens, Georgia. From there he focused on curriculum and instruction through roles with Northeast Georgia Regional Educational Service Agency (RESA) and the Georgia Department of Education. Prior to joining the team at AdvancED, he served schools and students in Gwinnett County Public Schools (Georgia) as the coordinator of district-developed science assessments. Mr. Linsley holds a bachelor's degree in speech communication and a master's degree in early childhood education from the University of Georgia. As well, he has a master's degree in higher education administration from Miami University (OH) and a specialist's degree in educational leadership from the University of West Georgia.</p>
Dr. Cheryl McKeever	<p>Dr. Cheryl A. McKeever is currently serving as the director of assessment within the division of performance accountability for the School District of Palm Beach County. Dr. McKeever's professional career spans over 30 years, which includes administrative and instructional experience in three Florida school districts. She has served 7 years as an elementary principal, 8 years as a middle school administrator and 2 years at the high school level. She is known for her work with transforming schools and has significant data to support her work.</p>
Deidra Moreland	<p>Mrs. Deidra Moreland has served in the field of education since 2005 in the capacity of a teacher, instructional coach and adjunct professor. Her experience, knowledge, passion and dedication in education contributes to her success in changing lives in numerous capacities. She has been an AdvancED team member since January 2018 and looks forward to continuing to serve in years to come. She currently serves as an instructional math coach in the middle school sector, holds a bachelor's degree in mathematics education from Florida A & M University and a master's degree in educational leadership from Nova Southeastern University.</p>

Team Member Name	Brief Biography
Pamela Oberg	<p>Ms. Oberg joined Measured Progress in 2011 and serves as director, client services leading a portfolio of large-scale paper and computer-based assessment programs and student engagement surveys. Ms. Oberg has been in the education profession for over 20 years. She has worked in both public and private school settings, served as a substitute university lecturer, and acted as adult-ed tutor and business trainer. Ms. Oberg earned degrees from the University of New Hampshire and the University of Vermont, as well as a graduate certificate from Boston University and the University of New Hampshire. She is a certified Project Management Professional (PMP) since 2016.</p>
Richard Parkin	<p>Rich Parkin is a Field Consultant for AdvancED's Northeast Region. He retired from a public-school district after 35 years of service as a classroom teacher, assistant principal, principal and district curriculum specialist. He also has been an adjunct professor working with aspiring principals as they pursue their certificates and graduate degrees. Rich holds a B.S. degree, a M.S. degree and K-12 administrative certifications. Mr. Parkin became involved in the accreditation process over 40 years ago and has since worked with schools in all phases of the candidacy, accreditation and continuous improvement process. He has worked with schools in the Virgin Islands, Puerto Rico, the Middle East, and Europe and throughout the United States consulting directly with them as they attempt to achieve continuous improvement through the accreditation process. He has worked with public, private, faith based, corporate, distance learning and special purpose schools of all grade levels.</p>
Dexter Peeples	<p>Dexter Peeples is in his 10th year in education. He holds a B.S.E. in special education K-12 and a M.A. in special education P-12. He also holds a M.A. in educational administration and instructional leadership. He is currently an autism learning specialist and lead autism level three teacher for Gwinnett County Schools. Mr. Peeples has been involved and conducting reviews with AdvancED since 2015. He has worked with all levels of special education. He has worked with students with disabilities from the highest functioning SLD to the lowest functioning non-verbal autism.</p>
Dr. Chandra Phillips	<p>Dr. Chandra Phillips has more than 25 years of experience in the field of education. She received a doctor of education degree with an emphasis in educational/organizational leadership from Nova Southeastern University. Her extensive career was spent primarily in the sixth largest school district in the United States and second largest in the State of Florida, which afforded her opportunities to serve as superintendent, director of schools, principal, assistant principal, IB magnet coordinator, curriculum specialist, teacher, mentor, coach, advisor and other roles in both traditional and non-traditional public schools. Currently, Dr. Phillips serves as an education consultant and is interfacing with other leaders to author a book on leadership. Her passion for continuous improvement in education led to a collaboration with AdvancED where she serves as team member and lead evaluator for more than 13 years.</p>

Team Member Name	Brief Biography
<p>David Pine</p>	<p>David Pine is currently in his 38th year of serving students at an elementary school, where he serves as a principal. During his tenure he has served in a variety of positions including teacher, coach, assistant principal, athletic director and coordinator of assessment and data. He is in his 27th year serving as a principal, with experience in both elementary and middle school buildings. He oversees school improvement efforts for his district and has coordinated three successful external review visits leading to district accreditation. He is a trained Lead Evaluator and leads visits throughout the world, including Department of Defense Schools. Additionally, he served two terms as a member of the Indiana AdvancED State Council.</p>
<p>Giselle Rodriguez</p>	<p>Giselle Rodriguez is the director of innovative learning for the City of Pembroke Pines Charter School System. She has had more than ten years of experience as an educator, curriculum specialist and educational consultant. Ms. Rodriguez taught fifth grade students with varying needs and has also taught eighth grade reading courses. As a curriculum specialist for both elementary and middle schools, she oversaw the development of curriculum in core areas as well as the professional development for teachers and administrators. As a professional learning facilitator she led the collaboration of teachers with a specific focus on curriculum, assessment, remediation and enrichment. As director of innovative learning for the largest municipally run charter system in Florida, Ms. Rodriguez oversees system wide initiatives that impact student achievement and prepare students for the possibilities of tomorrow. Her responsibilities range from establishing systemic initiatives such as blended learning to reporting performance data to system leadership. She has served as an AdvancED team member since 2012 and participates annually in reviews throughout the United States. Her experience as a review team member has mostly been in Georgia, Florida and Virginia.</p>
<p>Carol Roland</p>	<p>Carol Roland has been volunteering for SACS/CASI AdvancED External Review teams for over the past 20 years as a team member and a Lead Evaluator. She is a graduate of the University of Florida with a Bachelor of Arts and Sciences in English and with certification in education. She earned a master’s degree in curriculum and instruction and certification for educational leadership and high school principal from Florida Atlantic University. She currently holds Florida certification in English K-12, ESOL endorsement, educational leadership and high school principal. While she is currently retired, her teaching experience included serving as classroom teacher at Bartow High School, (Polk County, Florida), Plantation, J. P. Taravella, South Broward and Charles Flanagan High Schools (Broward County, Florida). She has administrative experience as an assistant principal at Northeast and McArthur High Schools (Broward County, Florida) and as a high school principal at McArthur High School (Broward County, Florida).</p>

Team Member Name	Brief Biography
Maureen Ryff	<p>Mrs. Maureen Ryff is a retired secondary school social studies instructor and administrator. Mrs. Ryff holds a Bachelor of Arts degree in American history and French and a master's degree in political science from the University of Wyoming. Her administrative endorsements include principal for grades K-12 and curriculum director. Mrs. Ryff taught social studies and French for 30 years at the middle and high school levels and served as a high school principal for 10 years. She earned several awards for excellence in education. She serves on the board for the Wyoming Academic Decathlon. She is a member of the Wyoming AdvancED State Council and serves as a Lead Evaluator for AdvancED. She has served on numerous school and system Engagement Review Teams in the United States and overseas.</p>
Dr. David Schmittou	<p>Dave Schmittou began working with AdvancED in 2012 and since then has served on more than a dozen reviews as both a team member and as a Lead Evaluator. He currently works as the executive director of curriculum and instruction at a school district in Michigan but has also served as an elementary principal in Florida, a middle school principal, assistant principal and classroom teacher in Michigan. Dr. Schmittou earned his doctorate and master's degrees from Eastern Michigan University and earned his bachelor's degree from Central Michigan University.</p>
Illatawie Showalter	<p>Illatawie Showalter has spent 16 years in education as an elementary school teacher and district level administrator in Orange County. She is currently working for Orange County Public Schools as a director for accountability and improvement with her focus on accountability and strategic planning. Her district, Orange County Public Schools, went through the district accreditation process in 2015. Ms. Showalter earned her B.S. in elementary education from the University of Puerto Rico and masters in educational leadership from Nova Southeastern University.</p>
Dr. Agnes Smith	<p>Dr. Agnes Smith works extensively with AdvancED as lead evaluator for system teams in numerous states and as a team member for international schools. She trained as Lead Evaluator for AdvancED during the summer of 2010. Agnes earned degrees from the University of South Alabama, the University of Louisiana in Monroe and Auburn University. For 15 years, Dr. Smith served as an associate professor with responsibility for teaching courses in mentoring leadership, school law, curriculum development and instructional leadership at the University of South Alabama. She worked with colleagues at USA to develop a leadership preparation program that incorporates a full-semester residency experience for graduate students aspiring to be 21st century school leaders. She was presented with the Truman Pierce Award for outstanding leadership by the Alabama Association of Elementary School Principals in 2007. She is the author of numerous articles and a case studies text. Prior to the university position, Dr. Smith taught elementary grades and was principal of Spanish Fort K-8 School for 11 years. Working with highly effective teachers, she supported training for the staff which led to designation as a Talents Unlimited school. Agnes was named the Alabama PTA Secondary Principal in 1993.</p>

Team Member Name	Brief Biography
Suzette Steffer	<p>Suzette Steffer has spent 25 years in education as a middle and high school mathematics teacher, assistant principal, principal and district level administrator in Citrus, Levy and Orange counties. She is currently working for Orange County Public Schools as a senior administrator for accountability and improvement with her focus on accountability and accreditation. Orange County Public Schools went through the district accreditation process in 2015. She worked with the schools and district teams to navigate the internal review process and prepare for the external review. Ms. Steffer has served as an AdvancED team member for both school and district reviews. She earned her B.S. in secondary mathematics education from the University of South Florida and masters in educational leadership from St. Leo University. She is also a lifetime trainer for Ruby Payne’s Understanding Poverty workshops.</p>
Dr. JoAnn Stevens	<p>Dr. Stevens is a retired school administrator presently living in Peoria, Arizona. She has teaching and administrative experience in Nebraska and Kansas as high school principal and assistant principal, middle school principal and assistant principal and an elementary and secondary teacher. She has a B.A., M.A., Ed.S., and Ed.D. from the University of Nebraska. Dr. Stevens has been involved in the AdvancED process as a school and system team member, lead evaluator and has led school system teams through accreditation procedures and processes. Since retirement, Dr. Stevens has been privileged to work collaboratively with several talented educators on system reviews in seventeen states and looks forward to continued involvement with AdvancED.</p>
Toni Stivender	<p>Mrs. Toni Stivender is a retired teacher and administrator who spent 45 years in education. She is currently working with the school board of Highlands County as the interim associate superintendent of elementary education and plans to continue her work with AdvancED. She has worked with the accreditation of schools and systems since the late 1990s. During her work as an educator, Mrs. Stivender worked at elementary, middle and high school levels as well as serving as a resource teacher at the district level. She also has experience teaching education classes at South Florida State College as an adjunct instructor for a period of five years. As well as teaching at all levels, she was an administrator at middle and high school levels. Mrs. Stivender earned her bachelor's degree from Florida State University and her master's degree from University of South Florida.</p>
Dr. Wayne Strain	<p>Dr. Strain joined AdvancED (formerly SACS) in 1998 where he served as the State Director. He served as the vice president of the AdvancED Central Region beginning in 2009. Dr. Strain retired from this position in 2017. Dr. Strain received all his degrees including a Doctorate in Education Administration from Louisiana State University in Baton Rouge, Louisiana.</p>
Charlie Tudor	<p>Mr. Charlie Tudor has worked in the Richmond County School System for the past 20 years serving as a teacher, the dean of the International Baccalaureate Program and principal at Goshen Elementary School and AR Johnson Health Science and Engineering Magnet School. Prior to this experience he served as the director of clinical and field experiences at Augusta University. He obtained his bachelors, masters, and specialist’s degrees from Augusta University and completed post graduate work at the University of West Georgia.</p>

Team Member Name	Brief Biography
Lesley Wangberg	<p>Lesley Wangberg currently serves as the lead educational advisor for the Wyoming Stewardship Project for Wyoming students in grades 2-5. She earned her B.S. in elementary education at Texas Tech University, specialization in Early Childhood and reading and her graduate level work was done at University of Wyoming. She has served in a variety of educational roles at the local, state, national and international levels for more than 40 years. Her most recent role was managing associate with edCount, LLC where she supported state departments of education, school districts and educators around the country in the implementation of federal and state statutes. Ms. Wangberg served as interim director, standards and assessment division and state director of assessment at Wyoming Department of Education. Students in her classes have ranged from the Pre-K through university level. She has served as a Lead Evaluator and as a team member on numerous AdvancED Engagement Reviews.</p>
Jay Wansley	<p>Jay Wansley's education career spans more than 46 years. He has served as a high school language arts and consumer economics teacher and has coached all sports. His career includes service as an assistant principal, middle and elementary school principal, human resources director, transportation director, adjunct college instructor and teacher recruiter. He attended Tuskegee University, Georgia Southwestern College, Troy State University and Nova Southeastern University. His AdvancED experience began with serving on his first Engagement Review Team in November 1980. From 2005-2018, he served as a school quality specialist and Associate Director for the AdvancED Georgia office.</p>
Holly Wingard	<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. She 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 B.A. in sociology from the University of Georgia and a M.Ed. in student personnel from the University of South Carolina. Her Masters Plus Thirty includes courses taken from the University of South Carolina, Converse College and The Citadel in counseling, administration and teacher evaluation. Ms. Wingard has served on Diagnostic Review Teams in South Carolina and has lead monitoring reviews.</p>
David Woolly	<p>David Woolly is superintendent of schools in Alma, Arkansas. He has worked in this district his entire forty-six year career serving in various positions including high school assistant principal, federal programs coordinator, deputy superintendent and superintendent. His instructional background is instrumental music. He holds three education degrees from the University of Arkansas and has served on numerous AdvancED teams during the last few years. He is currently a member of the Arkansas AdvancED State Council.</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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