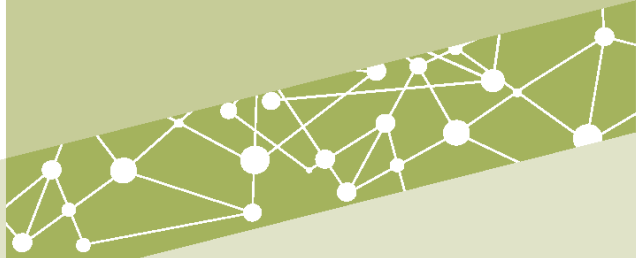


March 18-21, 2018



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Clayton County Public Schools
Morrow, Georgia

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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 that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

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

| Stakeholder Groups | Number |
|-----------------------|------------|
| Board of Education | 8 |
| Superintendent | 1 |
| Administrators | 107 |
| Instructional Staff | 231 |
| Support Staff | 52 |
| Students | 224 |
| Parents and Community | 27 |
| Total | 650 |

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

| Color | Rating | Description |
|--------|--------------------|--|
| 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 |

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

AdvancED Continuous Improvement System

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

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

Continuous Improvement Journey Narrative

The team reviewed, in detail, the artifacts and operational protocols of the Clayton County Public School District (district). Throughout the visit, and strengthened by the three Domains and corresponding Standards, deliberations focused on their continuous improvement journey. That journey, at the time of the AdvancED Engagement Review, was in the hands of a new superintendent and an energized community, staff and student body. The board of education was uncommonly supportive and excited about their new journey. The superintendent stated, "The Board leads the process of continuous improvement."

The use of data for organizational, educational and developmental planning was powerful. With the arrival of a new superintendent and a new strategic plan, as well as the use of disaggregated data and stakeholder feedback, the work of improvement was well based. Georgia Milestones, unit data, Benchmarks, iReady, Success Maker and Achieve 3000 were part of a robust cadre of assessments used by the district. The district ensured the data were reflective of the diversity of the entire population served by the district. The data reflected the systematic collection of quality and meaningful feedback from all stakeholder groups. Surveys and interviews were robust, and the team's interviews also verified support for the new administration. One staff member stated, "We have support for our future work." The team found the district's commitment to a valid, varied and representative nucleus of data to exceed expectations and a viable footprint for their journey.

The organization of the data, the subsequent interpretation of that data and the ability to draw valid inferences from trends across data was robust. Strategic planning was front and center in the district's current work. For example, teachers and staff were offered a two-module class called "Building Assessment Literacy." The blended learning course trains staff to create quality assessment and use the subsequent data to inform instruction. Module two teaches staff to make sense of data, use data and develop instructional strategies. This training module is one of many that will support Benchmark assessments and their use. With a testing calendar, supportive professional development and written initiatives that support research-based instruction the team agreed that data analysis will be made with expertise and clarity (AdvancED Executive Summary, Performance Objective B, Initiative 1, p.30). The team knew the district's current administration and staff had written a new strategic plan, developed a network of support for teaching and learning and made significant progress. Based on

the changes over the last year, and the pending new strategic plan, the team felt the district easily met expectations with respect to the development of key strategic goals; inasmuch, their progress was fortuitous.

The institution had aligned and allocated sufficient human, fiscal and material resources to support their improvement process. The new superintendent has, in a very short period, created an organizational footprint that garnered significant support and participation. Also, the board of education has been a viable participant in the new journey and supports the work of their staff. Communication, data, strategic planning and stakeholder involvement are foundational for the district's continuous improvement. A common reverb from many stakeholders echoed the notion of "A bright future" for everyone in the Clayton County School District.

AdvancED Standards Diagnostic Results

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

Leadership Capacity Domain

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

| Leadership Capacity Standards | | Rating |
|-------------------------------|--|----------------------|
| 1.1 | The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners. | Meets Expectations |
| 1.2 | Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners. | Meets Expectations |
| 1.3 | The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. | Meets Expectations |
| 1.4 | The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness. | Exceeds Expectations |
| 1.5 | The governing authority adheres to a code of ethics and functions within defined roles and responsibilities. | Meets Expectations |
| 1.6 | Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness. | Meets Expectations |
| 1.7 | Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. | Meets Expectations |
| 1.8 | Leaders engage stakeholders to support the achievement of the system's purpose and direction. | Emerging |

| Leadership Capacity Standards | | Rating |
|-------------------------------|--|--------------------|
| 1.9 | The system provides experiences that cultivate and improve leadership effectiveness. | Meets Expectations |
| 1.10 | Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement. | Emerging |
| 1.11 | Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency. | Meets Expectations |

Learning Capacity Domain

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

| Learning Capacity Standards | | Rating |
|-----------------------------|--|----------------------|
| 2.1 | Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system. | Meets Expectations |
| 2.2 | The learning culture promotes creativity, innovation and collaborative problem-solving. | Meets Expectations |
| 2.3 | The learning culture develops learners' attitudes, beliefs and skills needed for success. | Meets Expectations |
| 2.4 | The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences. | Emerging |
| 2.5 | Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. | Exceeds Expectations |
| 2.6 | The system implements a process to ensure the curriculum is aligned to standards and best practices. | Exceeds Expectations |
| 2.7 | Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations. | Meets Expectations |
| 2.8 | The system provides programs and services for learners' educational future and career planning. | Exceeds Expectations |
| 2.9 | The system implements processes to identify and address the specialized needs of learners. | Exceeds 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 align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for

professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

| Resource Capacity Standards | | Rating |
|-----------------------------|--|----------------------|
| 3.1 | The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness. | Exceeds Expectations |
| 3.2 | The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness. | Meets Expectations |
| 3.3 | The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness. | Meets Expectations |
| 3.4 | The system attracts and retains qualified personnel who support the system's purpose and direction. | Meets Expectations |
| 3.5 | The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness. | Meets Expectations |
| 3.6 | The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system. | Meets Expectations |
| 3.7 | The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction. | Emerging |
| 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. | Meets Expectations |

Effective Learning Environments Observation Tool® (eleot®)

Results

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

| eleot® Observations | |
|--|--------|
| Total Number of eleot® Observations | 98 |
| Environments | Rating |
| Equitable Learning Environment | 3.04 |
| Learners engage in differentiated learning opportunities and/or activities that meet their needs | 2.89 |
| Learners have equal access to classroom discussions, activities, resources, technology, and support | 3.34 |
| Learners are treated in a fair, clear and consistent manner | 3.44 |
| 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 | 2.49 |
| High Expectations Environment | 3.03 |

| eleot® Observations | |
|---|---------------|
| Total Number of eleot® Observations | 98 |
| Environments | Rating |
| Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher | 3.00 |
| Learners engage in activities and learning that are challenging but attainable | 3.16 |
| Learners demonstrate and/or are able to describe high quality work | 2.91 |
| 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 |
| Learners take responsibility for and are self-directed in their learning | 3.13 |
| Supportive Learning Environment | 3.34 |
| Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful | 3.21 |
| Learners take risks in learning (without fear of negative feedback) | 3.27 |
| Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks | 3.48 |
| Learners demonstrate a congenial and supportive relationship with their teacher | 3.41 |
| Active Learning Environment | 2.91 |
| Learners' discussions/dialogues/exchanges with each other and the teacher predominate | 2.94 |
| Learners make connections from content to real-life experiences | 2.62 |
| Learners are actively engaged in the learning activities | 3.39 |
| Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments | 2.69 |
| Progress Monitoring and Feedback Environment | 2.94 |
| Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored | 2.72 |
| Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work | 3.16 |
| Learners demonstrate and/or verbalize understanding of the lesson/content | 3.17 |
| Learners understand and/or are able to explain how their work is assessed | 2.68 |
| Well-Managed Learning Environment | 3.40 |
| Learners speak and interact respectfully with teacher(s) and each other | 3.58 |
| Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others | 3.48 |
| Learners transition smoothly and efficiently from one activity to another | 3.20 |
| Learners use class time purposefully with minimal wasted time or disruptions | 3.32 |
| Digital Learning Environment | 1.86 |
| Learners use digital tools/technology to gather, evaluate, and/or use information for learning | 2.07 |
| Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning | 1.78 |
| Learners use digital tools/technology to communicate and/or work collaboratively for learning | 1.72 |

eleot® Narrative

The team submitted ninety-eight (98) eleot® observations after visiting the same number of classrooms in 22 school buildings randomly selected to be represent of the district's SES, disaggregated populations and measured eclectic variances as applied to the district's regions. The school served approximately 54,000 students at 67 sites. Team members were assigned one building in the morning, and assigned another building in the afternoon.

The team found, through the eleot scores, interviews, and a review of the artifacts a very supportive and well

managed learning environment. The district's average score for the Supportive Learning Environment (C) was 3.34/4.00. That exceeded their average score by 0.37 and supported the stakeholder and student interviews. One teacher stated, "We find their [students] interests, we find their passion, and we foster it."

Interestingly, Item C (4) "...support and assistance" was scored with a 3.41/4.00 and appeared evident in most of the classrooms. Further, Item C (2) had a mean score of 3.27/4.00 and supported the notion that students were able to take risks without negative results. That descriptor detailed a positive attitude about the classroom and learning." The team found students supportive of their peers and willing to help others as needed. One student smiled and stated, "I feel a bond between the teachers and the students. They [teachers] care about us." Group work and peer tasks were visible in many of the classrooms. Challenging tasks were intensified by dialogue in the various groups.

The Well-Managed Learning Environment (F) was scored at 3.40/4.00. The two sub- items that focused on students following rules and regulations and respectful discourse and actions between and among teachers and students were scored at 3.48/4.00 and 3.58/4.00 respectfully. The team observed a culture of family and caring. In fact, one parent stated, "We are on the right path now. They [administration] care about our ideas and concerns."

The Equitable Learning Environment (A) and the High Expectations Learning Environment (B) were scored by the team with a 3.04/4.00 and 3.03/4.00 respectfully. Both of those scores were above the district's overall average of 2.97/4.00 and linked to the team's findings for Standards 2.6 through 2.9. Resource Capacity was scored, overall, with a very powerful mean percentage of 82.5%/100%. Similarly, the team scored Learning Capacity with a mean of 83.91/100%. The impact of the eleot results combined with the incredible trust for the new administration and the district's soon to be released new strategic plan was a continual theme recorded by the team. One parent stated, "We are in great hands....my son will be ready for tomorrow."

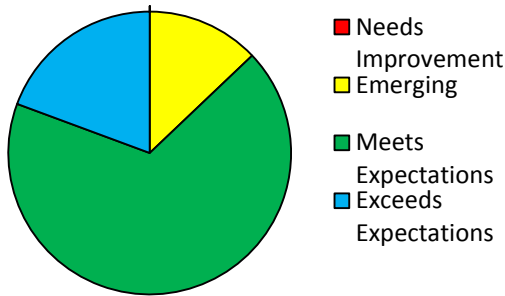
While Digital Learning (G) was scored with a mean of 1.86/4.00, and fell below the district's average of 2.97, the inclusion of a digital footprint for the future was noted. The district self-scored their Initiative #4 with Emerging. The need to monitor and support the use of technology resources for integrating technology into instruction provided an operational platform that placed a Technology Liaison (TL) in each school. Subsequently, training for the TL staff, and ultimately all staff, was scheduled. The purchase of new digital classroom hardware and software was also part of this initiative (AdvancED Executive Summary, Strategic Improvement Goals Overview, Initiative #4, p.29, 2017)

The eleot assisted team deliberations with an instructional foundation that supported findings. Standards 1.4, 2.6 and 3.1 represented each of the three Domains as exemplars of organizational function. Organizational effectiveness, the alignment of standards and practices and professional learning all combined to interlock with the eleot scores and provide Powerful Practices in each Domain. The intensity of the district's commitment to quality and improvement was also underlined by an extensive and new strategic plan to be released in April 2018. The team noted very high scores in all three domains. One teacher stated, "We will no longer hold our head low. We are proud now."

Findings

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

| Rating | Number of Standards |
|-------------------|---------------------|
| Needs Improvement | 0 |



| | |
|----------------------|----|
| Emerging | 4 |
| Meets Expectations | 21 |
| Exceeds Expectations | 6 |

Powerful Practices

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

Powerful Practice #1 The Governing Board is recognized and honored for establishing and ensuring adherence to policies that are designed to support system effectiveness (Standard 1.4, System Assurances #5 & #6)

Primary Standard: 1.4

Evidence:

The Board of Education was a significant part of the new improvement journey directed by their new superintendent. Policies that reflect adherence to the AdvancED standards, the policy support for a new strategic plan that will provide empiric growth for their future and, most notably, trust for the new superintendent were observed. There was a structured, annual process for addressing policy development, revision and/or review. Board meetings were structured around the superintendent's recommendations and were strengthened by a frequent superintendent update.

The current Clayton County Public School District's Strategic Improvement Plan (2012-2017) identified Strategic Goals for Organizational Processes. Performance Objective A set directions for operational efficiency. While the district is preparing to approve a new strategic plan, board directions, flexibility and supportive intentions were uncommon. The team was able to interview all board members during their visit. The superintendent and staff provided testimony that supported the new, collaborative and developmental process of achievement.

The team scored the Leadership Domain, using the mean calculation of all Standards, with an overall average of 75.54/100. The team, while reviewing the current operational documents, was aware of the new strategic plan, the new organizational footprints and the commitment of the new superintendent; inasmuch, mitigated findings between current and future. The team was impressed with the remarkable work completed in less than a year with the new superintendent. One staff member stated, "We are encouraged by the new directions and commitments of our board and superintendent."

Powerful Practice #2 The district implements a process to ensure the curriculum is clearly aligned to standards and best practices.

Primary Standard: 2.6

Evidence:

The team found numerous examples of the alignment between curriculum, best practices and standards. A board of education retreat titled Curriculum, Instruction and Assessment in the spring of 2018 where staff presented updates, examples and measurable objectives for the district's curriculum set the foundation for change. Rigor, high-impact practices and fiscal considerations were discussed and updated as well.

The team noted the district had been a leader in transitioning to a standards-based instructional model. The Clayton County School District aggressively partnered with the Georgia Department of Education to adopt the new Georgia Performance Standards. Professional development was extensive and helped staff develop valid models of pedagogy supported by common assessments. The results supported their work. The Georgia Standards of Excellence End of Grade (EOG) tests for all students, as proficient or distinguished learners, increased or remained the same on 12 of 16 tests for the 2016-2017 school year.

Finally, to embrace the numerous changes in the curriculum the new superintendent focused on collaboration. That collaboration was built on the district's vision, mission and shared values. He developed an excellent collaborative and ongoing system for improvement that aligns all functions of the district and its schools into a coherent system with the shared expectations of improving student outcomes (AdvancED Executive Summary, 2018, p.23).

Powerful Practice #3 The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

Primary Standard: 3.1

Evidence:

The Clayton County School District, and school-based leadership, provided comprehensive and robust professional learning opportunities that were rigorous and were developed as an exemplar of professional growth. The team observed job-embedded, data based and relevant learning opportunities for all staff. In fact, the superintendent, during his presentation to the team, highlighted professional development. He detailed the pervasive nature of their professional development and shared the notion those opportunities were relevant and focused. Common assessments, instructional strategies, data analysis and instructional adjustments were part of the cadre of choices.

The team found structured monitoring that happened in real time through the strategic meeting of appropriate staff at all levels of the organization. That professional development included the board of education through retreats and updates. One teacher mused and stated, "We are resource rich with a plethora of program options."

Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System Standards (LKES), coupled with the district's strategic plan, provided some instructional platforms in the schools. Classes were also conducted in the Professional Learning Center and through online modules. Focus groups, evaluations and surveys were all used to determine the effectiveness of instruction.

Improvement Priorities

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

Improvement Priority #1 Develop and implement a district wide formal structure to ensure learners develop relationships with and have adults/peers that support their educational experiences.

Primary Standard: 2.4

Evidence:

Through interviews with school personnel, school site observations and examinations of master schedules, it was noted that a systemic structure was needed that would ensure adult/peer relationships. Sporadic instances of positive activities in which students interacted with adults were found within several schools.

Many extracurricular and student club activities were in place to enhance some students' educational experiences. The team noted the district's Strategic Plan identified the need to implement the Teachers as Advisors Program in secondary schools (Initiative 3) and the need to Improve Peer Mediation at secondary level (Objective C, Initiative 2). The district identified both of those initiatives as emerging. The team rated Standard 2.4 at 50%, and knew they were seriously working on the Standard.

The team also read artifacts attesting to the district's work on campus security, bullying and general counseling services. However, the development of a district wide policy that would ensure this adult/peer support would assure a system-wide implementation. One staff member stated, "We take our student's safety very seriously. They are our precious charge."

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

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

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

| | |
|------------------------|--------|
| Institution IEQ | 339.85 |
|------------------------|--------|

Conclusion Narrative

The Engagement Review Team (team) used the Performance Standards Diagnostic to evaluate the organization's effectiveness based on the AdvancED Performance Standards. Artifacts, interviews and multiple discussion sessions dedicated to data provided the foundation for team deliberations. Since a new protocol was in place, the district and the team worked together to provide a review that was robust, directed and productive.

During interviews over four days, the team interviewed 650 stakeholders. That data, coupled with the eleot and artifacts provided the foundation for the team's findings. During those interviews, each stakeholder was asked to provide one word that best described their district. Compassion, rigor, dedicated, progressive, supportive and committed were repeated most often. An apparent embrace of the district's mission was evident, and support for

the new district leadership was shared in every group interviewed. One stakeholder stated, “We are on the road to success-we hold our heads high.”

That passion for the new leadership, the board and a dynamic future provided the team with a strong foundation for the review. In fact, the team issued three Powerful Practices; one in each Domain. Leadership’s Powerful Practices was scored with an overall mean of 93.00/100.00 (Standard 1.4). The team realized that some of their earlier questions with respect to the Domains were in the process of being answered by the new leadership. Further, the new superintendent, while in his first year, had been part of the district the previous year and helped direct some of their improvements. That transition was important as the new superintendent could provide a robust narrative on changes and the new strategic plan. One teacher stated, “We love our new direction-and our pride.”

The clear and well documented commitment toward continuous improvement was initiated during the spring and fall of 2017. Stakeholders, staff, board members and leadership all met to review their mission and vision. The Board of Education met and approved the new statements in December 2017. Further, since the new superintendent was aggressively working on the strategic plan, the board granted a one-year extension for the new strategic plan. This process allowed the new leadership time to review, listen and work on a plan for improvement and success.

During the summer of 2017, the superintendent changed the district’s organizational structure to create a culture that would maintain a focus on student success and achievement. Four school improvement clusters were led by an assistant superintendent and a support team tasked to provide coordinators data analysis and instructional coaches. Ancillary student support systems like the Department of Student Services, Department of Exceptional Students and Department of Federal Programs were also tasked to provide support for higher levels of academic performance. A focus on communication, strategic improvement and monitored progress was part of this new organizational structure.

Learning Capacity also provided a foundation for teamwork and learning assessments. The team found the school’s commitment to the alignment of the curriculum to standards and best practices to be exemplary (Standard 2.6, 100%/100%). That linkage and Standard.6 provided another Powerful Practice for the district. The eleot also provided data that supported a strong curriculum. Supportive (C) and Well-Managed (F) environments (composite mean of 3.37/4.00) were scored very high. However, the team did notice that a formal process was not in place that would ensure the implementation of a district wide structure designed to ensure learners develop relationships with and have adults/peers that support their educational experiences (Improvement Priority, Standard 2.4). Many isolated examples of an informal process were noted. In some cases, students did have a more formalized connection to an adult. A district-wide policy was not observed; inasmuch, there was not a system-wide process supporting a relationship with an adult or peer.

Overall, the Learning Capacity Domain scored a mean of 84%/100%. The system had a very robust process to ensure the curriculum was clearly aligned to standards and best practices. High Impact practice rubrics were utilized throughout the district as a non-negotiable practice for classroom instruction.

Vertical curriculum maps had been developed by the content area directors to support vertical alignment between grade levels. Content area training was provided by content area staff to teachers as needed. Teachers indicated they used the adopted curriculum through posted standards and essential questions posted and referenced during the lessons. A deep dive into the eleot results found learners spoke and interacted respectfully with teachers and each other (3.58/4.00), and learners demonstrated a congenial and supportive relationship with their teacher (3.41/4.00). The passion and commitment to learning was found in many classrooms by the team’s use of the eleot.

Finally, learning progress was reliably assessed and clearly communicated. A board approved grading policy set the framework for assessment reporting. Georgia Milestones, District Benchmarks Communications, Infinite Campus and ABC Tracker for at risk students were all part of the district’s assessments. One student stated, “My

teachers care about me. I feel safe when I come to school.”

That caring attitude between and among staff and students was also supported by the Resource Capacity Domain. The mean percentage score of Resource Capacity was 82.25%/100%. The team found a robust professional learning process that directly impacted learner achievement and system effectiveness. Standard 3.1 was the third Powerful Practice issued by the team. That Standard was scored with a perfect 100% and was part of a significant footprint for student success. The allocation of resources, the induction, mentoring and coaching of teachers was well documented. The district has made a strong commitment to “Growing your own,” and has an approved track for non-traditional teachers (College degrees in areas other than education).

The district found the hiring and retaining of highly effective staff as a need (AdvancED Executive Summary, 2018, p.25). Further, the district in their Strategic Goal Area VI outlines initiatives to recruit and retain highly qualified and effective staff (AdvancED Executive Summary, 2018, p.59). The district worked to recruit bilingual teachers from Puerto Rico and works with the Knowledge Resource Group (KRG), a teacher recruitment organization that provides foreign teachers visas and contacts. Candidates that can be hired outside the regular parameters of certification are actively identified and recruited. While the need to intensify teacher recruitment and retention is a shared challenge for all districts, the team found their current programs meet expectations and are constantly reviewed.

Overall, the Diagnostic Standards, the eleot, the artifacts and the interviews combined to provide a strong picture of the Clayton County School District’s improvement journey. The team found an impressive organizational design in place, stakeholder support for the new leadership and a strong focus on curriculum and assessment. The team wishes the very best for everyone as the Clayton County School District begins its new five-year journey with AdvancED and their passionate focus on academic achievement.

Next Steps

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

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

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

Team Roster

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

| Team Member Name | Brief Biography |
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| Dr. Steve Oborn, Lead Evaluator | <p>Dr. Steve Oborn is a retired superintendent and college professor. He currently owns and operates his own consulting firm in Georgetown, Ohio. His educational career has spanned over 46 years, and he served as a public-school superintendent for 23 years. Dr. Oborn earned his Bachelor of Arts degree from Capital University, his Master of Arts Degree from The Ohio State University, and his Doctor of Philosophy Degree from The University of Dayton with a concentration in educational leadership and organizational dynamics. Dr. Oborn has published numerous articles and presented at numerous conferences with a focus on teacher as researcher and organizational design. He is completing a book titled, "Build a new school: The education of the whole child," and a school board training platform, "Changing complex to simple: Governing dynamics for boards of education-The power of the Starr Initiative©." Dr. Oborn has served as a Lead Evaluator for AdvancED for over six years and has led over 50 teams both nationally and internationally. He has led teams in Saudi Arabia, Oman, Egypt, UAE, Kosovo, China and the Philippines to name a few. Dr. Oborn has also served school systems across the United States. He has been associated with North Central Association for over 43 years, serving Ohio as an Ambassador and Lead Evaluator.</p> |
| Dr. Sue Myers, Associate Lead Evaluator | <p>Dr. Sue Myers is an educational leader with over 28 years of experience ranging from the classroom to the district office. She currently serves as the Executive Director of School Improvement and Assessment for the Paulding County School District. Her previous positions include elementary teacher, School Improvement Specialist, adjunct college professor, Assistant Principal, Principal, and Director of Title I. Dr. Myers earned a Ph.D. and Ed.S. in Educational Administration from Georgia State University, an M.Ed. in Middle Grades from University of Georgia, and a B.S. in Elementary Education from St. Cloud State University, MN. Her experience has provided her the opportunity to be involved in many state, district, and school level initiatives and programs, as well as present at national and state level conferences. She has served on several AdvancED visiting teams in the past and currently leads the accreditation process in her school district.</p> |
| Dr. Charles B. Dailey | <p>Dr. Charles B. Dailey is a 30-year retired educator from the Lee County School District. He has served in various capacities that include Dean of Students, Principal of Elem/Middle, Alternative High/Middle Schools, Community School, Coordinator of Desegregation and Director of Adult and Community School. He has been selected as Middle and High School Principal of the Year, and in 2012 he was selected as Administrator of the Year for the State of Florida from the Education Adult and Community Education Department. Dr. Dailey has served with AdvancED for over 20 years as a Team Member, Lead Evaluator and Co-Lead Evaluator for District Reviews.</p> |

| Team Member Name | Brief Biography |
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| Dr. George Koonce, Jr. | <p>Dr. George Koonce, Jr. is retired educational leader who has served the educational community through a variety of roles. He is a 1963 graduate of Fort Valley State University, Fort Valley, Georgia with a major in foreign language. He earned a master's degree from Indiana University, Bloomington, Indiana. Dr. Koonce taught French at Washington High School in Blakely, Georgia and at Miami Springs Senior High School in Miami, Florida. During his years of teaching, he earned certificates from the University of Toulouse, Toulouse, France (1966), and the Institut Catholique, Paris, France (1968). In 1976, Dr. Koonce earned a second masters and a doctorate degree in education, University of Miami, Coral Gables, Florida. As an administrator, Dr. Koonce served as an assistant principal, principal at Miami Northwestern High School, district director, region superintendent, and associate superintendent. His work in accreditation includes serving on countless review teams, many of which he chaired. Additionally, he served as chair of the Florida Council, the Middle and Secondary Commission, and eventually, as President of the Southern Association of Colleges and Schools (SACS). After a career spanning some 41 years, Dr. Koonce is retired. He remains a member of the Florida Council.</p> |
| Mr. Jeff Garthwaite | <p>Jeff Garthwaite has served as an educational leader in a wide variety of capacities. He began by teaching middle school American History and Civics and served as a middle school assistant principal and principal. Following retirement, he returned as coordinator for the school district's Department of Juvenile Justice schools and Title I Private Schools. He was assigned as principal to a rural Pre-K - 8th grade school and charged with raising the failing school state grade. Mr. Garthwaite has presented a variety of educational workshops at national, state, and local conferences, focusing on middle school topics and educational leadership. He has been a consultant within a corporate educational partnership, providing professional development services to high school principals across six states. He has also provided educational consulting and professional development services to several Florida charter schools. Mr. Garthwaite served as a state Regional Director on the Florida League of Middle Schools' Executive Board. He has served on AdvancED Review Teams for schools and district systems in three states.</p> |

| Team Member Name | Brief Biography |
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| Mr. Scott Jarvis | <p>Scott Jarvis is the current Assistant Director of the Broward County Public Schools' Office of Service Quality. As a division of the District's Office of School Performance and Accountability, his office is responsible for working on all school operational issues for a third of the District. This translates to Mr. Jarvis working with 74 Principals, over 70,000 students and corresponding parents and community members. Mr. Jarvis has been an educator for 32 years, having earned his Bachelor of Science Degree in the dual majors of Elementary and Special Education from Brooklyn College and his Master of Arts Degree in Educational Leadership from Nova Southeastern University. Mr. Jarvis's background includes roles as a classroom teacher, Exceptional Education Specialist, Assistant Principal, and Assistant Director to the Area Superintendent. He has served on several AdvancED Accreditation Visits for individual schools and whole districts and was instrumental in formulating Broward County's full reaccreditation this past cycle. Mr. Jarvis has more recently returned from participating in a Bridge Delegation for Educational Administrators held in China, to expand Chinese Language and Cultural Offerings in the United States. He looks forward to many more years of participating in the vital work of AdvancED.</p> |
| Mrs. Ursula Maddox Davis | <p>Ursula Maddox Davis is a district level Teacher Effectiveness Coach for Rockdale County Public Schools in Conyers, GA. Currently, she works with certified and classified staff at the districts' 11 elementary schools as well as on several district projects such as video learning, cultural proficiency, induction phase teachers, and mentor/mentee programs. Previously, she served as an Instructional Technology Specialist in DeKalb County, GA servicing and conducting technology trainings sessions throughout the district, a Digital Learning Specialist at Rockdale Open Campus, and a classroom teacher in DeKalb County, GA at Lithonia and Redan High Schools. Mrs. Davis enjoys working with educators and studying current trends, pedagogy, and instructional strategies. She has served on two AdvancED committees and has presented at ISTE and GaETC numerous times. She is a doctoral student at Columbus State University.</p> |

| Team Member Name | Brief Biography |
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| Ms. Jasponica Moore | <p>Jasponica Florence Moore is a 2008 successful completer of Alabama State Department's Superintendents' Academy and a 2013 successful graduate of the Aspiring Superintendents' Academy of the National Association of Black School Educators (NABSE). In 2001, she earned an Educational Specialist Degree from Troy University after earning an Educational Leadership Certification from Alabama State University. She earned a Master's Degree in Biology Education from Alabama State University in 1997. In 1994, Ms. Florence earned her undergraduate bachelor's degree from Howard University in Washington, DC in Pharmaceutical Biology and Chemistry. Ms. Florence is a veteran of the U.S. Army Reserves. Ms. Florence served ten years with Phenix City Schools as a science teacher, lead teacher, administrator's designee, and department chairperson at Central High School. She served eight years with Chambers County Schools as a high school principal at LaFayette High School. Ms. Florence worked four years as a Chief School Officer for the State Department of Education in low-performing schools as a turnaround specialist. She served for five years as principal at Bessemer City High School in Bessemer, AL. She is currently the Director of Public Relations and Career and Technical Education for Russell County Schools in Phenix City, AL.</p> |
| Dr. Alfred Parham | <p>Dr. Alfred Parham currently serves as the Assistant Principal at Aaron Cohn Middle School for the Muscogee County School System in Columbus, Georgia. He has teaching experience as a High School Science Teacher in suburban and urban settings. Dr. Parham's administrative experience includes being a Middle School and High School Assistant Principal, High School Satellite Campus Site Administrator, and current member of the District Disciplinary Hearing Panel. He has experience in classroom, building, and district level analysis, decision-making and problem solving. Additionally, he assists with building and district level operations, student services, and providing individualized and group professional learning experiences for teachers, staff, and administrators. Dr. Parham earned a Bachelor of Science Degree in Education from Delaware State University, a Master's Degree in Educational Leadership from Troy University, and his Doctor of Philosophy Degree in Educational Leadership with a specialization in Secondary School Administration from Auburn University.</p> |

| Team Member Name | Brief Biography |
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| Dr. Christina Tucker | <p>Dr. Christina Tucker has served in the field of education for twenty-five years. She currently serves as the assistant principal of Pulaski Elementary School in Savannah, Georgia. Previous services include working as an elementary assistant principal in Newton County and as a School Improvement Facilitator and Curriculum and Instructional Supervisor at Eagle's Landing Christian Academy. She began her teaching career in Clayton County, Georgia. Through contract work with various universities, Dr. Tucker has designed courses and written general curriculum for grades five and six. Additionally, she has supervised student teachers at all levels. She received an Ed. D and an Ed. S in Instructional Supervision from Argosy University in 2007. Dr. Tucker received her Ed. S in Leadership and School Administration from Lincoln Memorial University in 2004. She received a master's degree in Instruction in 2003 and graduated from Oglethorpe University in Atlanta, Georgia with a BA in Middle Grades Education in 1992</p> |

Pending Final Review



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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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