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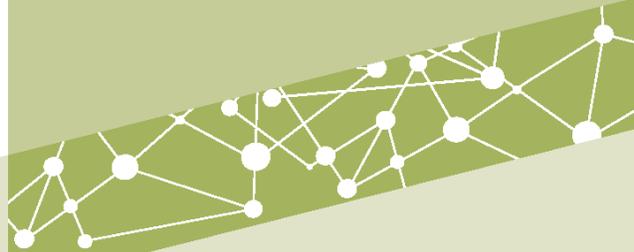
AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» **Results for:**
Wayne County Public Schools
2001 East Royall Avenue
Goldsboro, North Carolina 27534

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Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

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

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	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.	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.	Meets Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Needs Improvement
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Meets 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.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Needs Improvement

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Exceeds 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.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Needs Improvement
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.	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.	Emerging
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Meets Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

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	**61**	
Environments	**Rating**	**AIN**
Equitable Learning Environment	2.75	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.28	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.16	3.74
Learners are treated in a fair, clear and consistent manner	3.44	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	2.11	2.06
High Expectations Environment	2.77	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.79	3.17
Learners engage in activities and learning that are challenging but attainable	2.89	3.14
Learners demonstrate and/or are able to describe high quality work	2.56	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)	2.74	3.06
Learners take responsibility for and are self-directed in their learning	2.87	2.89
Supportive Learning Environment	3.15	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.00	3.66

eleot® Observations		
Total Number of eleot® Observations	**61**	
Environments	**Rating**	**AIN**
Learners take risks in learning (without fear of negative feedback)	3.00	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.23	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.36	3.66
Active Learning Environment	**2.86**	**3.08**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.00	3.34
Learners make connections from content to real-life experiences	2.51	2.80
Learners are actively engaged in the learning activities	3.23	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.72	2.74
Progress Monitoring and Feedback Environment	**2.73**	**3.14**
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.49	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.07	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.98	3.37
Learners understand and/or are able to explain how their work is assessed	2.39	2.63
Well-Managed Learning Environment	**3.21**	**3.58**
Learners speak and interact respectfully with teacher(s) and each other	3.38	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.31	3.83
Learners transition smoothly and efficiently from one activity to another	2.90	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.25	3.54
Digital Learning Environment	**1.71**	**1.50**
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.93	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.61	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.59	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: 1.9 Standards: 2.6, 2.11, 2.12 Standards: 3.3, 3.5, 3.6
Improve Opportunities for Improvement	Standards: 2.2, 2.5, 2.7, 2.10 Standards: 3.1, 3.2, 3.8
Impact Effective Practices	Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11 Standards: 2.1, 2.3, 2.4, 2.8, 2.9 Standards: 3.4, 3.7

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	296.94	AIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

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

The Engagement Review Team identified several themes from the review that support the continuous improvement process for Wayne County Public Schools (WCPS). These themes present strengths and opportunities to guide the system's improvement journey.

Most classroom observations in WCPS revealed minimal use of highly effective practices such as collaborative problem solving, creativity, innovation, and high expectations. Classroom observations further identified a lack of rigor required by national instructional shifts which call for teachers to use rich, challenging content to engage students in solving real-world problems, justifying their thinking, and writing in response to text. Data collected from classroom observations verified a lack of expectations for students to use in higher order thinking skills. Observations further revealed some pockets of success with project-based learning, but that condition was not prevalent across the schools. Considered as a strength in the general description of school climate, the concept of "family culture" appeared to have been misapplied in the classrooms where students were perceived to be more protected and comforted by classroom instruction rather than being challenged and expected to stretch and take risks to meet higher-level learning expectations. A thorough review of student performance data revealed a trend of minimal or no growth in recent years except in the field of career and technical education which has shown significant improvement. During interviews with teachers and administrators, however, the team perceived no sense of urgency to improve the performance levels of students. There was no mention of improving the district's core curriculum by including work that exceeds the state standards or accelerating student learning through increased classroom rigor, placing greater emphasis on differentiation or raising teacher expectations. In the words of one team member, "The students appear to be working hard on what the teachers ask them to do; maybe the teachers are expecting the wrong things of them." The team recommends that greater emphasis be immediately placed on instructional leadership in WCPS including focused discussions about what learning goals administrators and teacher leaders have for their students, how those goals and expectations are to be established and communicated, what administrator competencies need to be enhanced to lead systemic instructional improvement, what support structures are required to accomplish those goals, and most importantly, a timeline indicating how much longer the system should wait to see significant improvement in student performance.

It was observed that few students were utilizing digital and technology resources in the classrooms to the fullest potential to gather and use information for learning, conduct research or solve problems, and to work collaboratively for learning. Although resources such as iPads, Chromebooks, document cameras, and interactive boards were present in most classrooms, very few students used those digital tools in meaningful ways to

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collaborate on projects or to extend their learning. Some students were observed using the available resources but most often that use was merely for one of several centers through which students rotated to address skill reinforcement. In addition, the interactive boards were noted to be used primarily as a tool to project instructional materials and behavior management systems rather than utilizing the full capabilities of the systems. The WCPS staff and instructional leadership could work with teachers to collaboratively develop a vision for the use of technology by students and teachers in daily classroom instruction. Based on that vision, a clear set of expectations for the use of technology by students could be shared, discussed, and adopted by each faculty member and then shared with students and their families. Appropriate training and skilled support along with revised expectations for administrator observations could follow to inspire classrooms where students and teachers stretch their skills each day to new levels of inquiry, exploration, and understanding through regular use of appropriate instructional technology.

Most stakeholders of WCPS expressed that they are actively engaged in and supported the identified purpose and direction of the school system. During interviews, parents reported that they were well informed about the progress of their children, the accomplishments of their school, and events within the system. Teachers also reported a high level of satisfaction with the timeliness and amount of information they regularly received, and the opportunities afforded them to be involved in decision-making activities. The websites of the system and each school were noted by team members to provide ready access to current information, ongoing plans and access to forms occasionally needed by staff and parents. The system's use of social media to maintain immediate access to parents and the public was referenced as very popular by parents and teachers. Parents stated that their child's school kept them informed of their child's grades and educational progress through both print and digital media. One parent shared that with the varied sources of information provided by the system and the schools, there was no excuse for anyone not to be informed. Meaningful engagement of both internal and external stakeholders is a hallmark of most highly effective organizations. Through focused communication using a variety of media, WCPS involves and engages all stakeholders in the meaningful work of the schools to benefit all students. The system is encouraged to continue to provide meaningful opportunities for stakeholders to engage with the schools, and to enhance the success of that program by identifying and removing barriers to participation by uninvolved segments of the community.

A culture of personal caring is pervasive throughout WCPS which fosters a deep and sensitive approach to educating students in a supportive and healthy learning environment. Phrases such as "a place to call home," "our children," "family," "community" and "community pride" are examples of how parents, students, business partners, and staff members described the educational environment of the schools. A review of documents revealed that parents and business partners were provided opportunities to serve on advisory committees to help guide the school system to meet the needs of the students. One such program for students highlighted by staff members was "Backpack Buddies," a collaboration between local churches and the schools to provide weekly food support for needy children. The churches provide the food, the backpacks and volunteers to pack and deliver the bags weekly for the students who have been identified by the schools. Another program cited, "Bench Buddies," started with the support of a small grant to fund the purchase of playground benches at Freemont STARS Elementary School with a goal of inclusion of all students. Students who are not chosen for a team or who feel alone during recess are instructed to have a seat on the bench and all other students are asked to make it their goal to invite and include them. Students who demonstrate the expected behaviors are named as "STAR" students, resulting in improved self-esteem and sportsmanship and a decrease of bullying and rejection throughout the school. Teachers also shared how most teachers go "above and beyond" to support students with needs such as winter clothes and school supplies. The review team recommends that WCPS continues its caring and nurturing support for students and to strengthen it by adding a component to help raise personal goals,

aspirations, and the development of a thirst for life-long learning.

Wayne County Public Schools was observed to be an active partner throughout the region in community and business partnerships to support and enhance the preparation of students for success in college and career opportunities. The system's mission statement, as seen on its website, in numerous publications and posted conspicuously throughout the schools, states that it holds high expectations for all students by collaborating with parents and the community to provide individualized support. That collaboration was verified by a review of documentation of over 170 community partnership agreements, many focused on the success of career and technology education offerings and an increase in certification rates by those students. Because of these high-quality programs, the community has been provided with an increasing number of readily available applicants for entry-level positions in the local workforce. Interviews with principals and students revealed that WCPS also partners with surrounding colleges to provide opportunities for students to explore educational options available outside the walls of their local school. Committed support from over 60 business partners was also found to be in place to help the system recruit and retain teachers by providing tangible incentives for employees. WISH (Wayne Initiative for School Health) is an ongoing cooperative venture of the county's Departments of Health, Social Services, Mental Health, and Communities in School, Inc., found operating in six school-based centers. Its purpose is to provide affordable and accessible physical and mental health services to students and to promote healthy lifestyles through comprehensive health care services. WCPS is encouraged to continue researching, developing, and supporting collaborative partnerships with community, business, and civic organizations to ensure a wide range of effective services and support structures for students and their families. It is further recommended that the system investigate the benefits of establishing a partnership designed to focus specifically on the quality and longevity of the teaching staff and those aspiring to become administrators through funding and support of graduate studies in the areas of critical need of the school 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 eleot certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Dr. Edlow Barker, **Lead Evaluator**	Dr. Barker has served on and chaired numerous accreditation committees for the Southern Association of Colleges and Schools, the Virginia Department of Education, and AdvancED. Within AdvancED, he is credentialed as a lead evaluator for schools, school systems, corporations, and early learning institutions. His professional work includes extensive experience as assistant superintendent for instruction, director of instruction, principal (elementary, middle, and high), assistant principal, teacher, and coach. His experience is primarily in Virginia but includes two years as director in a multi-national private school in Cali, Colombia, South America. Dr. Barker earned his bachelor's degree from Wake Forest University, his master's degree from the University of Virginia, and his doctoral degree from Virginia Tech. He has taught numerous graduate courses for the University of Virginia and Radford University. Related leadership activities include the development of educational foundations in two public school districts, development of a regional academic competition league for high schools, as well as a regional Governor's School program for gifted students, and serving as chairman of the Virginia High School League.
Mariann Bell	Mariann Bell is currently an accessibility assessment specialist for Measured Progress, an educational assessment provider based in Dover, New Hampshire, who works remotely in the Tampa Bay area of Florida. She holds a Bachelor of Science in exceptional student education (K-12) from St. Petersburg College, a Master of Education in instructional design from Western Governors University, and a Specialist in Education in curriculum and instruction from the University of West Florida. Ms. Bell has served as a teacher of students with varying exceptionalities in both charter and traditional public schools in K-8 settings in Florida and Arizona. Most recently, prior to joining Measured Progress in 2016, Ms. Bell served as a secondary school teacher of students with intellectual disabilities and as department head for a high school exceptional student education program, working to expand inclusion opportunities and increase academic rigor for students with the most significant cognitive disabilities. In her current role at Measured Progress, Ms. Bell collaborates with program management, subcontractors, and state agencies regarding alternate assessment program implementation, including developing and writing administration manuals, resource and scoring guides, and the instructional design of training materials related to the assessment program.

Team Member Name	Brief Biography
Leigh Bizzell	Leigh Bizzell is presently serving in her fifth year as principal at Dixon Middle School in Sneads Ferry, North Carolina. She has been in education for 28 years and has been a school administrator for the past 11 years. She was previously an assistant principal at Dixon High School for six years. Ms. Bizzell earned a Bachelor of Arts in biology from the University of North Carolina at Wilmington and a Master of Education degree in educational administration and curriculum and instruction from East Carolina University. She has been a high school biology, Advanced Placement (AP) biology and chemistry teacher.
Erma Jenkins	Erma Jenkins is the former school superintendent from the Emanuel County School System in Swainsboro, Georgia; she retired after 40 years of experience in education. Over the span of her career, she served as a classroom teacher, assistant principal, principal, director of instructional technology, director of curriculum, director of career, technical and agricultural education (CTAE), assistant superintendent and superintendent. She holds a Bachelor of Science in music education, a master's degree in administration and supervision and an education specialist certificate in school leadership. She holds certification in elementary and middle school education, leadership and supervision. Erma served as the system chair for accreditation when her system decided to move toward system accreditation with AdvancED in 2009. She has worked with AdvancED for several years serving as lead, assistant lead, and as a team member in numerous visits in Alabama, South Carolina, Georgia, and Florida.
Tim Joines	Tim Joines is currently serving his second year as principal at Blue Creek Elementary in Jacksonville, North Carolina. He has been in education for 25 years and has been a school administrator for the past 11 years. He was previously principal at Richlands Primary School for four years and was assistant principal at Bell Fork Elementary for five years. Mr. Joines earned a Bachelor of Arts in elementary education from the University of North Carolina Wilmington and a master's degree in instructional technology, as well as administrative add-on licensure, from East Carolina University. He was an elementary teacher and taught fourth grade, second grade, first grade, and computer lab. He has served on several AdvancED Engagement Review teams.

Team Member Name	Brief Biography
Herbert Peeples	Herbert Peeples graduated from the University of Florida with a bachelor's degree in physical education. He started his teaching career at a small private elementary school in Tampa, Florida. After working there for a few years, he left the private school to become a teacher at a large inner-city elementary school with Hillsborough County Public Schools. He received his master's degree in educational leadership from the University of South Florida. Afterwards, he became an elementary school assistant principal and later a middle school assistant principal with Hillsborough County Public Schools. He also served as a middle school principal for two different schools. He has over 20 years of site-based administrative experience. Presently, he is serving in the human resources department with Hillsborough County Public Schools as a human resource partner. In that position, he works with principals and area superintendents in his school district. He has completed his doctoral coursework and is presently working on his dissertation in education innovation at the University of South Florida. He is also an adjunct professor at Hillsborough Community College in the Educator Preparation Institute for career changers who want to become teachers. Mr. Peeples has over 37 years of experience working with schools.
Janet Stephenson	Janet Stephenson works as a school improvement specialist for Brevard Public Schools in central Florida. Her work involves working with the district's lowest performing schools on closing the achievement gap. She holds a master's degree in elementary education from the University of Central Florida and is currently pursuing her doctorate in educational leadership for online education from American College of Education. Previously, she has served Brevard Public Schools as a classroom teacher, literacy coach, gifted teacher, and response to intervention trainer. She brings 15 years of classroom experience combined with nine years at the district office supporting K-12 schools. Additionally, she has taught education courses as an adjunct professor at Eastern Florida State College. Ms. Stephenson has served as the lead for accreditation for Brevard Public Schools and served on the AdvancED Engagement Review teams as an evaluator for several district accreditations and multiple school accreditations.

References and Readings

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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.