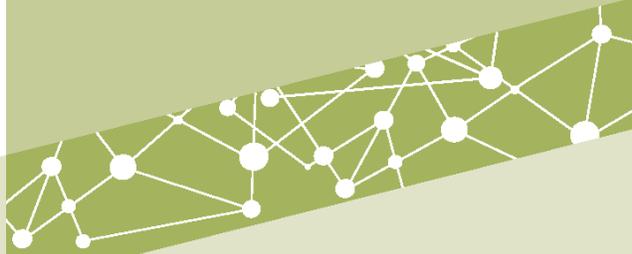**October 23-24, 2017**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

Results for:

Academy for Classical Education
5665 New Forsythe Road
Macon GA 31210

Table of Contents

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
Administrators	5
Teachers	20
Students	16
Parents	31
Governing Board	3
Total	**75**

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
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.	Meets 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

In analyzing the main factors of the Continuous Improvement Journey for the Academy for Classical Education, the Team determined a rating of Meets Expectations. While the school began the AdvancED Continuous Improvement Journey approximately a year ago, the school's leadership had been dedicated to collecting and analyzing data and stakeholder feedback since the initiation of its Charter approximately four years ago. Leadership was dedicated to the process of collecting sufficient, high quality data for school improvement for their Charter and for making informed decisions with regard to teaching and learning.

With regard to analyzing data for the development of key strategic goals, the school had identified key goals that coincided with the Continuous Improvement Journey as well as with their charter. These six goals included: protecting and ensuring the integrity of teaching and learning, ensuring that financial and human resources decisions aligned with teaching and learning, focusing on rigorous and relevant student work, supporting a holistic approach, utilizing resources of the school and community, and embracing parent volunteerism.

The Team reached consensus that the school held the capacity to implement their Continuous Improvement Journey, as the leaders had made strategic decisions based on best practices and stakeholder feedback since its inception. One recent example of this process involved changes in its lower grade levels as a result of wanting students to be more prepared and ready for upper grade level student work, processes, and structure. The Team commends the school for its dedication to analyzing their School Quality Factors and stakeholder opinions in determining support for the school's purpose.

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), 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 institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	**Exceeds Expectations**
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	**Exceeds Expectations**
1.3	The institution 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 institutional effectiveness.	**Exceeds Expectations**
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	**Exceeds Expectations**
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	**Exceeds Expectations**
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	**Exceeds Expectations**
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	**Exceeds Expectations**
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	**Meets Expectations**
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	**Meets Expectations**

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 institution.	Meets Expectations

Learning Capacity Standards		Rating
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Exceeds Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The institution 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 institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Exceeds Expectations

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that 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 institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Exceeds Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Exceeds Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Exceeds Expectations

Resource Capacity Standards		Rating
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Exceeds Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Exceeds Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds 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	**33**
Environments	**Rating**
Equitable Learning Environment	3.07
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.55
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.61
Learners are treated in a fair, clear and consistent manner	3.88
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	2.24
High Expectations Environment	3.06
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.21
Learners engage in activities and learning that are challenging but attainable	3.33
Learners demonstrate and/or are able to describe high quality work	2.88
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.88
Learners take responsibility for and are self-directed in their learning	3.00
Supportive Learning Environment	3.43
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.48
Learners take risks in learning (without fear of negative feedback)	3.12
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.52

eleot® Observations	
Total Number of eleot® Observations	**33**
Environments	**Rating**
Learners demonstrate a congenial and supportive relationship with their teacher	3.61
Active Learning Environment	2.92
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.00
Learners make connections from content to real-life experiences	2.67
Learners are actively engaged in the learning activities	3.42
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.61
Progress Monitoring and Feedback Environment	2.86
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.79
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.06
Learners demonstrate and/or verbalize understanding of the lesson/content	3.00
Learners understand and/or are able to explain how their work is assessed	2.58
Well-Managed Learning Environment	3.71
Learners speak and interact respectfully with teacher(s) and each other	3.76
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.82
Learners transition smoothly and efficiently from one activity to another	3.55
Learners use class time purposefully with minimal wasted time or disruptions	3.73
Digital Learning Environment	1.90
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.09
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.00
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.61

eleot® Narrative

The highest four average scores included the Well-Managed Learning Environment, the Supportive Learning Environment, the Equitable Learning Environment, and the High Expectations Learning Environment. The average for the Well Managed Learning Environment was 3.71. This high score supported parent beliefs about expectations for the school and its stakeholders regarding student behavior. Students were expected to present themselves well in class and at school. The team also observed this respectful behavior during formal and informal classroom observations. In addition, while there were many resources in the classrooms, these items were organized in such a way that transitions from one activity to the next were efficient, effective, and with no time wasted.

The average score for the Supportive Learning Environment was 3.43. This high score was supported by interviews with parents and students as they expressed a feeling of connection to the school community. In addition, it was noted in discussions with the Engagement Review Team that teachers and staff were exceptionally positive when interacting with students, further adding to the culture of support for all students.

The Equitable Learning Environment average score was 3.07. Eleot® results indicated that students were treated fairly and consistently and feedback from parents and students also revealed a sense of equity for all students.

A score of was 3.06 was recorded for the High Expectations Environment. This average score was high and

mirrored the exceptional student results on the Georgia Milestones test. While the school's teachers did not teach in a way that paralleled the test, their focus on high expectations for problem solving activities appeared to assist students in higher order thinking skills needed to be successful with Georgia Milestones.   The Team observed and heard of students giving tours and presentations of their higher order work in many subject areas.

The Digital Learning Environment average was the lowest, with a score of 1.90. The team did not observe many situations where students were utilizing the available technology to solve problems or create products.
In summary, the team found that the school's focus on high expectations for all students, coupled with positive, well-managed interactions with students, created and fostered student success and enthusiasm for learning.

Findings

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

- 🟥 Needs Improvement
- 🟨 Emerging
- 🟩 Meets Expectations
- 🟦 Exceeds Expectations
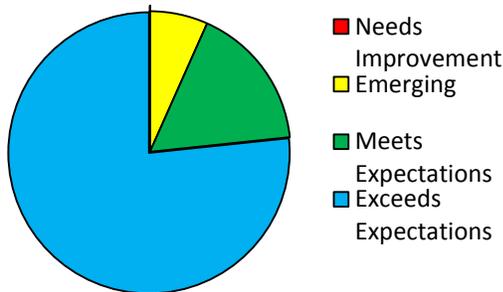
Rating	Number of Standards
Needs Improvement	0
Emerging	2
Meets Expectations	5
Exceeds Expectations	23

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 school's leadership and staff are committed to operating in a culture of shared values and beliefs about teaching and learning in a classical education environment both at school and home. (Standards 1.1, 1.7, 3.2)

Primary Standard:
1.1

Evidence:
Interviews held with students, faculty, staff, and leadership as well parents and community revealed that the positive learning environment promoted a school culture that was conducive to high levels of learning. Observations conducted by the team further validated that students were actively engaged and teachers implemented research-based best practices. Eleot® results paralleled this high expectation for learning. In addition, overall observations of the school indicated a culture that valued teaching and learning throughout the organization. The School Improvement Plan further defined and outlined strategies and best practices that support the culture of high expectations for student achievement. A culture of collaboration of all stakeholders supported student success in current learning progress as well as in students' future educational endeavors.

Powerful Practice #2
A strong Governing Board exists that is committed to ensuring that school leaders have the autonomy to manage the school and make decisions regarding the instruction for students. (Standards 1.4, 1.5)

Primary Standard:
1.4

Evidence:
Interviews with members of the Governing Board revealed that their main focus was policy and funding. Because the institution was growing, the Board has dedicated time and funding toward meeting the financial and policy needs of the school and its Charter. Interviews with leadership further indicated that school leaders had the autonomy to manage the day to day operations of the school without interference from the Governing Board. However, the Board understood its roles and responsibilities in support of the school. As leadership mentioned, administrators handled the internal aspects of the school, and Board focuses on the external factors. Interviews with parents reveal the Board plays a vital part in focusing on funding sources for purchase and renovation of many school resources and projects. This provides the administration with the flexibility to focus on student learning. When governing boards that function within specific guidelines with regard to their roles and responsibilities, the school's administration has the freedom to focus primarily on the students and their instructional needs.

Powerful Practice #3
A safe, clean, and healthy environment is provided for all students and staff at the school. (Standard 3.8)

Primary Standard:
3.8

Evidence:
The administration's tour of the building with the Engagement Review Team, the Board, and other stakeholders revealed that cleanliness was a top priority for the school. Parents also indicated that they enrolled their students in the school because of high levels of health and safety as well as high regard for instruction. Parents, students, and teachers mentioned that the school's Safety Plan was comprehensive and that safety drills were regularly practiced. Classroom observations affirmed that the instructional setting was spacious, clean, and attractive. This setting allowed for current effective operations as well as the potential for future growth. Well maintained facilities, services, and equipment are essential to a safe and healthy environment for optimal student learning.

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
Design and implement a systemic plan to integrate student use of digital resources into teaching and learning to improve professional practice and student performance. (Standard 3.8)

Primary Standard:
3.8

Evidence:

While the campus was relatively new and its long-range technology plan was sound, observations showed that the digital resources that were currently available were not being used by students to their greatest potential. Interviews, observations, and eleot® results revealed a deficit in the utilization of technology resources by students, thereby limiting the differentiation potential for students in the classrooms. Through interviews with members of the leadership and with teachers, it was evident that the school had a strong commitment to technology and had provided multiple digital resources for use in classrooms. However, staff indicated that technology use by students was lacking and observations provided evidence that digital resources were not fully utilized. This lack of student use of technology resulted on the lowest score on the eleot® ratings. A comprehensive plan that focuses on the integration of digital resources into teaching practices with students is essential in 21st century classrooms.

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

The Engagement Review Team Choose an item. 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	368.81

Conclusion Narrative

The Engagement Review Team commends the Academy for Classical Education for its commitment to the Continuous Improvement Journey that began during the school's inception and continues through the AdvancED process.   One important result of this commitment involved student evaluation results with regard to Georgia Milestones testing. While the school's data in this area indicated that overall, their students have outperformed the local system, leadership also provided insight and examples into comparisons with other similar schools in Georgia. Polls indicated that stakeholders were acutely aware that the school's data shows these accomplishments.

School growth has become an integral part of the institution, as they work on finalizing their new gymnasium, which will afford students many opportunities, including basketball teams. As students continue to progress through grade levels, the school's internal and external stakeholders look forward to next year's first high school graduation. The school's leaders were dedicated to keeping future growth in mind in preparing students for these future opportunities.

In considering future growth as well as the institution's past work in creating the school, stakeholders were well in the process of creating a culture of shared values and beliefs about teaching and learning. Each staff member adheres to and supports these values and beliefs. The school's internal and external stakeholders, including the Governing Board, embrace the school's purpose. As the school's administrators work to build new programs for

students, their instructional staff is very supportive of the efforts of their leaders. The Team was impressed that everyone worked together to incorporate innovative best practices for student success. Coupled with this purpose was the sense of pride in presenting a facility that is safe, clean, healthy, and attractive so that students could be successful. The team wishes the school well in terms of continued progress toward its Continuous Improvement Journey.

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
Dr. Therese Reddekopp, Lead Evaluator	Dr. Therese Reddekopp recently retired from the Coweta County School System, having served as Director of Instruction, Pre-K through grade 12. Prior to this position, she served as Principal of Northgate High School as well as Assistant Principal of Newnan High School. Her career also spans teaching and leadership positions in Texas and Louisiana. She has also served as Adjunct Instructor. Dr. Reddekopp holds a Bachelor's Degree and a Master's Degree in Education from Southeastern Louisiana University. In addition, she holds a Doctoral Degree in Educational Leadership from the University of Sarasota, currently Argosy of Sarasota. She holds Georgia certification in Leadership, Spanish, French, and English. Dr. Reddekopp's career of 37 years spans three states: Georgia, Texas, and Louisiana, where she taught Spanish, French, English, and held several positions of leadership. A published author, she has also conducted presentations for AdvancED, NASSP, GASSP, and for several other educational entities. Her service with AdvancED encompasses over 12 years.

Team Member Name	Brief Biography
Dr. Robert L. Gilbert	Dr. Robert L. Gilbert currently serves as an educational consultant working with school improvement and P-16 implementation. He also serves as an AdvancED Field Consultant and Lead Evaluator in which he has led numerous school visits throughout Georgia and systems' visits throughout various parts of the United States. Moreover, he has been afforded the opportunity to serve on External Review Teams in several countries. Additionally, he has over 35 years of experience as a classroom teacher, high school principal, Executive Director, and Associate Superintendent.
Ms. Judy Johnston	Judy Johnston's current role is Academic Dean for prekindergarten through twelfth grade and Elementary Principal at Strong Rock Christian School in Locust Grove, Georgia. She also serves as Academic Dean of Strong Rock Christian School Early Learning Center for ages six weeks to five years. Previous professional experiences include educational instruction and administration along with a background in Christian ministry. She has served Strong Rock in various capacities since the school opened eleven years ago. Prior to working at Strong Rock Christian School, Mrs. Johnston held numerous teaching and administrative positions throughout her career. She was the Assistant Superintendent of Curriculum and Instruction in Clayton County for two years; the Secondary Mathematics Coordinator in Clayton County for six years; principal of Mt. Carmel Elementary School in Henry County for two years; assistant principal one year each at Lovejoy Middle School and Cotton Indian Elementary; instruction lead teacher at Lovejoy Middle School for one year; and mathematics teacher at the middle and junior high levels for 17 years. Mrs. Johnston has background and expertise in all aspects of the AdvancED accreditation process. She currently serves as a member of the Georgia AdvancED Council. She earned her Bachelor of Science degree in Elementary Education, her Masters of Education in Middle Grades Education, and her Educational Specialist degree in Administration and Supervision at the State University of West Georgia.

Team Member Name	Brief Biography
Ms. Sharonda Murrell	Ms. Murrell has 20 years of experience in education. Through collaborative leadership, she led Maynard Jackson High School through a continuous improvement process that saw great recent gains in test scores. Two schools where she served as an instructional leader have been recognized as Beating the Odds. Additionally, she earned the 2017 Outstanding Leadership Award for leading with honor, commitment, and integrity. As an instructional leader at Coretta Scott King Young Women's Leadership Academy in Atlanta Public Schools, she led the school to improve its CCRPI and improve the graduation rate. She has served as a results-driven director, principal, academy leader, assistant principal, and teacher on elementary, middle, and high school levels in Georgia, North Carolina, and South Carolina. Her experience includes working with programs and initiatives such as College and Career Readiness Performance Index, Priority Schools, Response to Intervention, Positive Behavior Interventions and Supports, to name a few. While serving as a principal in North Carolina, she launched the state's first career academy, The Academy at Smith, which offers Advanced Placement courses, coupled with dual enrollment, and national certified career pathways. As principal in South Carolina, she led Cowpens Elementary School to earn recognition for improvement in test scores.

AdvancED®

advanc-ed.org

Toll Free: 888.41EDNOW (888.413.3669)   Global: +1 678.392.2285, ext. 6963

9115 Westside Parkway, Alpharetta, GA 30009

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.