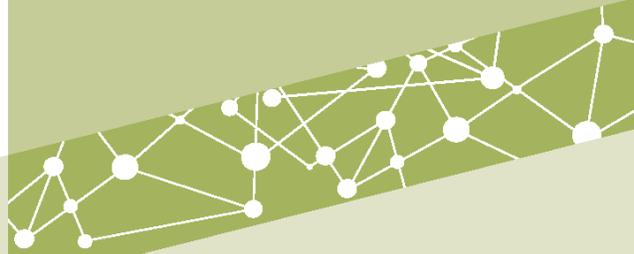**November 4-7, 2018**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

Baldwin County Board of Education
2600 North Hand Avenue
Bay Minette, Alabama 36507

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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 ommunity.

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.	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.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds 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.	Exceeds Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	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.	Emerging
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.	Needs Improvement
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations

Learning Capacity Standards		Rating
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Meets 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.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Meets Expectations
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	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.	Emerging
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Exceeds Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Exceeds Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

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

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

eleot® Observations		
Total Number of eleot® Observations	**85**	
Environments	**Rating**	**AIN**
Equitable Learning Environment	2.84	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.45	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.26	3.74
Learners are treated in a fair, clear and consistent manner	3.43	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.22	2.06
High Expectations Environment	2.78	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.81	3.17
Learners engage in activities and learning that are challenging but attainable	2.99	3.14
Learners demonstrate and/or are able to describe high quality work	2.45	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)	2.70	3.06
Learners take responsibility for and are self-directed in their learning	2.95	2.89

eleot® Observations		
Total Number of eleot® Observations	**85**	
Environments	**Rating**	**AIN**
Supportive Learning Environment	3.22	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.15	3.66
Learners take risks in learning (without fear of negative feedback)	3.14	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.27	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.32	3.66
Active Learning Environment	2.76	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.87	3.34
Learners make connections from content to real-life experiences	2.57	2.80
Learners are actively engaged in the learning activities	3.19	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.42	2.74
Progress Monitoring and Feedback Environment	2.76	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.63	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.08	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.95	3.37
Learners understand and/or are able to explain how their work is assessed	2.40	2.63
Well-Managed Learning Environment	3.18	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.39	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.30	3.83
Learners transition smoothly and efficiently from one activity to another	2.83	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.19	3.54
Digital Learning Environment	1.39	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.54	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.28	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.35	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 2.4
Improve Opportunities for Improvement	Standards 2.1, 2.2, 2.10 Standard 3.5
Impact Effective Practices	Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 1.11 Standards 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12 Standards 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8

Accreditation Recommendation and Index of Education Quality® (IEQ®)

The Engagement Review Team recommends to the AdvancED Global 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. 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 intuition 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	334.68	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 review of Baldwin County Board of Education revealed significant progress in the system's mission to partner with the community in preparing all students to graduate and be college and career ready. Discussions about the system's renewed commitment to continuous improvement revealed several significant themes providing insight into their strengths and obstacles.

After the public's rejection of a tax proposal in 2015, system leaders realized the need for more involvement of external and internal stakeholders in system decisions, a prevalent theme in the interviews. From the superintendent's overview and the interview of community stakeholders, the team heard about the formation of the Community Advisory Task Force after the property tax referendum. According to members of this group, the 25 concerned citizens made 26 recommendations regarding the future of the school system. Receiving quarterly updates on the system's progress in each area has made the citizens feel they have a voice in the direction of the schools.

Named to his position in October of 2015, the current superintendent has strengthened the involvement of stakeholders through monthly breakfasts for all interested community members; he also has weekly executive staff meetings to discuss issues and make decisions. During interviews community members, parents and staff often mentioned their opportunities to be involved in system decisions. Even students shared examples of how they have a voice in decisions. At one middle school, students shared with the team their concerns about the lack of an advisory period. The principal listened and has implemented a time for students to meet with their advisors. Another student shared her positive experience in being allowed to form a tutoring group before and after school.

The 2018 Annual Report of the Baldwin County Education Coalition revealed the coalition's efforts to convince community stakeholders that "your voice can shape the future of our schools." The director of the coalition publicized eight community meetings held in different locations to give all stakeholders a voice in updating the school system's strategic plan in 2017. Several parents and community members shared their experiences as members of the strategic planning team. Effective engagement of stakeholders in decisions has become part of the culture of the system and community, thus strengthening the motto of "Baldwin Proud! Community Strong!" External and internal stakeholders all stressed the renewed trust in the leadership of the system. Team members often heard comparisons of how it used to be and how it is now. Prior to the current administration, four individuals held the position of superintendent in one year. Interviews of all groups revealed a sense of "turbulent times" throughout the school system. Areas mentioned were the decline in student achievement, overcrowded schools, low teacher morale and lack of consistency in following academic policies and procedures. Internal and external stakeholders are pleased with the current direction of the system, but the team also heard about the rapid population growth. The system must maintain its current emphasis on involvement of all stakeholder groups in decisions.

Stakeholders like the system's new approach in cultivating and improving leadership opportunities and effectiveness, a theme for which the team found strong evidence of efforts now embedded in the system's improvement process. For example, in the past three years 112 teachers have participated in the Aspiring Instructional Leader Program. Seventeen of these teachers have become assistant principals. Also, in the past three years, eight assistant principals who participated in the leadership program have become principals. According to principals and students, several schools have initiated Franklin Covey's Leader in Me program to inspire leadership in students. During interviews, students were enthusiastic about their leadership opportunities and their involvement in decisions. Teachers and principals shared information about the value of the summer leadership academies held during the past three summers. Evidence revealed the academy's focus on improving leadership, culture and climate. While the end-of-year meetings between school leaders and the superintendent are improving systemic processes and procedures, an end-of-year meeting with a representative group of teachers could improve two-way conversation even more.

Having read about the system's commitment to data-driven decisions, the team learned from interviews of internal and external stakeholders that the use of data is definitely embedded in the way Baldwin County does things. Realizing the need for more formative data, the system adopted Scantron Performance and Achievement Series for grades K-12 and now administers it three times yearly. Interviews of teachers, students and parents revealed support for these assessments since they are closely aligned to Alabama's State Standards.

Because of concerns of the task force in 2014-15, the system decided to place curriculum leaders/instructional coaches in all schools; their responsibility is to focus on students' academic achievement. Interviews of these leaders/coaches revealed a true understanding of the importance of on-going monitoring of student achievement through data to address interventions quickly.

Interviews and evidence provided by the system compared the use of data in past years to the current situation with Scantron Analytics, a platform that allows personnel to compare all standardized test scores, attendance, discipline, classroom grades, etc. on one screen. Team members heard about the value of Scantron Analytics from administrators, teachers, board members and even students. Students were impressed that current teachers know about their performance from the previous years. Teachers and administrators believe the use of data is much more common now because of Scantron Analytics. In the past administrators had to create Excel spreadsheets to review and compare all data sources, which was so time consuming that it was rarely done, based on information provided in the evidence.

According to personnel in the operations area, the school system also uses data to drive decisions about transportation, nutrition, facilities expansion and professional development. Many stakeholders talked about the value of STAGES, a system-developed teacher evaluation tool that provides teachers with specific data to improve instruction.

Now that all stakeholders have embraced the idea of data-driven decisions, the next step is to utilize data from STAGES and the AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) to monitor instructional practices and procedures in all classrooms. Personalized learning opportunities (differentiation) were not observed in all classrooms. Also, the team did not often see students engaged in projects or inquiry-based activities. Students also revealed the lack of common grading practices aligned to specific criteria. Available data will allow administrators and curriculum leaders to identify areas of weakness and provide extra mentoring or assistance.

Another theme heard from internal and external stakeholders was the system's effective resource management to support the purpose and direction. With community support very low a few years ago, the current administration began looking for ways to provide permanent financial stability to regain public trust. Both community and school system leaders discussed challenges Baldwin County faced: no bonding capacity to borrow money for school construction, ad valorem funding of only 12 mills and distrust of the Baldwin County Board of Education (BCBE). The community members who spoke to the team praised the school system's leaders for their efforts to meet the needs of the students with their limited funding. The first step was involvement of the community in decision

making through the formation of the Community Advisory Task Force. Two of the five identified areas were facilities and funding.

In 2017, school system employees and stakeholders in conjunction with the Baldwin County Education Coalition worked for six months to create the system's strategic plan. One goal of the board was to ensure a two-month reserve fund. In October 2015, the superintendent and chief financial officer reviewed the system's budget, identifying areas that could be cut without affecting the quality of resources for instruction classrooms. These cuts provided almost $15 million per year to be set aside for capital projects. Additionally, the system granted a 5 percent employee raise this year matching the 2.5 percent state raise. Even with the ad valorem funding of 12 mills, this raise has allowed BCBE to provide starting teacher pay over 5.5 percent greater than the Alabama salary schedule. Parents especially are grateful that the system has been able to allocate funding to provide 45 security officers, ensuring that all schools have an officer on site. Interviews revealed that expenses and tax revenue are evaluated multiple times yearly to ensure proper funding. Community members shared information about financial accountability information provided monthly on the system's webpage. The finance department's accountability procedures have resulted in "all clear" audits for the past five years.

The community's trust in the school system has become embedded as a result of transparency as well as the involvement of stakeholders through strategic planning participation, community meetings, superintendent's monthly breakfasts and public budget hearings. Stakeholders' concern about the potential loss of over $40 million per year was alleviated by the superintendent working with the Baldwin County Commission to swap tax revenue for a permanent penny sales tax. Another innovative idea according to the community was a "pay as you go" plan because of the lack of support for bonds. Collaboration with a local bank allowed the school system to borrow $60 million over a four-year period. According to the board, administration and community members, this renewable plan has allowed the school system to go forward with construction plans without taking out long-term bonds or requesting additional taxes.

For several years the system has continued its commitment to a digital device for each student, a significant financial obligation. However, as shown by eleot® data, students are not utilizing technology for advanced activities such as collaboration or creating original works. Often, the Chromebooks are being used as textbooks, if used at all. The system must monitor that teachers have the training to integrate technology into their instruction.

Continuing to collaborate with leaders of the county and parents as well as their own internal stakeholders about issues will build even greater trust in the school system and its leaders. As the county grows and becomes more diverse, extra effort must be made to include representatives from all stakeholder groups. The team listened carefully to the stakeholders of Baldwin County Board of Education and appreciates their willingness to share information about strengths and challenges. With many standards already in the "impact" category, the system can now make these effective practices "the way we do things" in Baldwin County .

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
Judy Wesley, Lead Evaluator	Judy Wesley, a member of AdvancED's initial cadre of trained Lead Evaluators, currently leads system accreditation teams throughout the United States as well as school review in Latin America. Retired from Marion School District One in SC, she now serves as an education consultant for school systems in SC. After graduation from Campbell University in North Carolina, Mrs. Wesley began her career as a high school English teacher in Marion County, SC, where she continued to work for 34 years as director of federal programs, director of assessments, and grant writer. After retiring from the school system in 2004, Mrs. Wesley served as an adjunct professor at Francis Marion University in Florence, SC, as supervisor of student teachers. Since then, she has provided assistance to low-performing schools through South Carolina's Department of Education. These duties consist of teacher observations, conferences, and participation in their continuous improvement process.
Lawrence Herring, Associate Lead Evaluator	Lawrence Herring, a recent member of Alabama's State Council for AdvancED, received his education in the Pensacola Public School System, graduating from Booker T. Washington High School. He is a thirty year retiree from the United States Army, with the rank of Sergeant Major. He participated in both the Vietnam and Desert Storm Campaigns. He was employed in the Mobile County School System for sixteen years, retiring in January 2010. He holds degrees from Queens College, Queens NY, and the University of Mobile in Accounting and Organizational Administration & Leadership. He is a Certified Trainer in Leadership and Management Development Studies. His retirement jobs are Training and Management Development Facilitator for GradPro/Herff Jones Inc. and Lead Evaluator for AdvancED.
Sean Clark	Sean Clark is currently serving as principal of Carroll High School as well as secondary curriculum coordinator in Ozark, Alabama. Sean has been in his current system for approximately ten years. Prior to teaching, he was a member of the United States Air Force. The Baldwin County review is his second time serving on an AdvancED review team. Sean recently completed his Education Specialist's Degree and is currently working on his doctorate in rural education through the University of West Alabama.

Team Member Name	Brief Biography
Susan Hyatt	Susan Hyatt, an educator in Alabama for 24 years, began her career as an English teacher and taught English for 15 years—her first two in the Birmingham City School System and the next 13 for Shelby County Schools. She spent her last two years in the classroom working as both an English teacher and secondary reading specialist. Afterwards, she became an assistant principal at Riverchase Middle School, where later became the principal. During this time, Pelham City broke away from Shelby County Schools. She remained with Pelham City, first continuing as the school's principal and then as the system's federal programs coordinator. Desiring to return to the school environment, she left Pelham City Schools and took a position as the curriculum and instruction assistant principal at Pizitz Middle School in the Vestavia Hills City School System, where she is currently employed. During her 24 years, Ms. Hyatt has also served as an adjunct professor for Chilton- Shelby and Jefferson State Community Colleges. In addition, she has presented for various school systems and at the national High Schools that Work annual conference.
Jennifer Maye	Jennifer Maye, director of professional development for Jefferson County School District in Birmingham, Alabama, has devoted twenty-three years of service as an educator in Alabama. She graduated from the University of Alabama and was awarded a Bachelor's and Master's degree in Liberal Arts (1993) and Secondary English (1995). She obtained an Educational Specialist's Degree from the University of Alabama at Birmingham (1998) and the Doctor of Education Degree from Samford University (2004). She began her career as a secondary English teacher. In addition, she has served as an assistant principal and principal. Dr. Maye has taught leadership classes at the University of Alabama at Birmingham and Samford University. In her current role as director of professional development, her duties consist of planning for continuous improvement, leadership development, teacher mentoring, and teacher evaluations.
Alpha Smith	Alpha Smith has recently returned to the Duval Public School District in Jacksonville, Florida, after being retired for several years. Smith currently serves as the dean of students at Frank H. Peterson Academies of Technology. Prior to retirement, he taught science, health and physical education. Additionally, he served as a behavior interventionist, assistant principal, coordinator of facilities services and charter schools. He obtained a BS degree in Health and Physical Education from Tennessee State University and a Master's degree in Educational Leadership from the University of North Florida.
JoAnn Stevens	JoAnn Stevens is a retired school administrator, presently living in Peoria, Arizona. Dr. Stevens has teaching and administrative experience in Nebraska and Kansas, having been a high school principal and assistant principal, middle school principal and assistant principal, and a teacher. She has a B.A., M.A., Ed.S., and Ed.D. from the University of Nebraska. Dr. Stevens has been involved in the AdvancED process as a school and system team member and Lead Evaluator.

Team Member Name	Brief Biography
Rhonda Vickers	Rhonda Vickers has been involved in education for 22 years having served as an elementary classroom teacher for 5 years, a middle school classroom teacher for 5 years and at the high school level for 12 years. She has also served as a coordinator for Adult Education in Lee County. She served on her first review for AdvancED in 2007. Currently, she is a teacher at Cypress Lake High School in Lee County, Florida. She holds a Bachelor of Science degree in Physical Education and a Master's degree in Educational Leadership.

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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.