

# Report of the External Review Team for Tapestry Public Charter

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# Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

## Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

## Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

## Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

## Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

# Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

## Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

## The Review

The Tapestry Charter School in Atlanta, Georgia, hosted a three-day AdvancED Public School External Review on April 9-11, 2017. The Team was comprised of two individuals representing a wide range of experience from middle grades, high school, special education, and administrative background. In addition, members had served on previous AdvancED teams and as part of their own school or system team.

The Lead Evaluator and the school liaison began conversations approximately six weeks in advance of the visit when the Lead Evaluator called the school principal to provide an understanding of the expectations of the Team. The Lead Evaluator and principal shared a number of emails and calls in the weeks leading up to the Team's arrival on-site. One month prior to the start of the Review, the school shared a Dropbox file containing the school's reports and artifacts, all organized by Standard and Indicator. Team members studied the evidence file diligently prior to the visit and determined questions that needed to be posed to school representatives while on site. The provision of these materials allowed Team members to become acquainted with the school and its initiatives well in advance.

The Team was originally comprised of three members. A conference call could not be arranged at a time convenient to all Team members. As a result, the Lead Evaluator contacted members individually and spoke

with them regarding the logistics of the visit, their roles, expectations, and assignments. The Team reviewed the Accreditation Report with a focus on the Standard(s) assigned them as well as artifacts shared by the school. Team members submitted in advance of the first team meeting a list of their unanswered questions, which the Lead Evaluator compiled for use throughout the visit. On the day prior to the visit, one member of the Team canceled because of family health issues. The remaining Team members were able to assume the responsibilities of that Team member.

Upon arrival on Sunday, the Team members met for orientation and for formulating a plan of work for the visit. Team members met at the school following this initial session where they toured the facility, met board members, and heard the Standards overview provided by the principal. Following this meeting, the Team and school leaders met the remaining board members and shared a meal at a local restaurant. Team members interviewed board members and staff during their time together before and after the meal.

On Monday, Team members returned to the school, where they conducted classroom observations throughout the morning, continued their review of artifacts, and interviewed staff, parents, and community members. After deliberation and continued discussions, Team members returned to the hotel and clarified any unresolved matters, produced tentative ratings, and made final preparations for the Exit Report.

On Tuesday morning, the Team made adjustments to the tentative ratings, determined one Powerful Practice and one Improvement Priority, and formulated statements for each of them. The Team reached agreement on the recommendation for accreditation. The Exit Report was finalized and presented to the principal and assistant principal. A session followed in which the Exit Report was shared with the school's leadership team and board members.

The External Review Team extends its appreciation to the leaders, staff members, and board members of the Tapestry Charter School for the professionalism, hospitality, and transparency demonstrated during the visit. The school's level of preparation and attentiveness to the compiling of evidence files, details for the Team's visit, and responsiveness to arising questions and needs was very thorough. This contributed to the ease of the Team as they conducted their work in the school. The school leaders were responsive to questions from the Lead Evaluator and other Team members throughout the review.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Board Members	8
Administrators	2
Instructional Staff	7
Support Staff	10
Students	2
Parents/Community/Business Leaders	16
<b>Total</b>	<b>45</b>

# Results

## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution.

The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

## **Standard 3 - Teaching and Assessing for Learning**

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	2.82
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00	2.45
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.50	2.63
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.69
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.00	2.52
3.6	Teachers implement the school's instructional process in support of student learning.	2.50	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.00	2.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3.00	3.07

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	3.00	3.01
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00	2.71
3.11	All staff members participate in a continuous program of professional learning.	3.00	2.48
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.00	2.63

## Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.50	2.64
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.00	2.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	2.03
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.50	2.45
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	3.00	2.68

## Student Performance Diagnostic

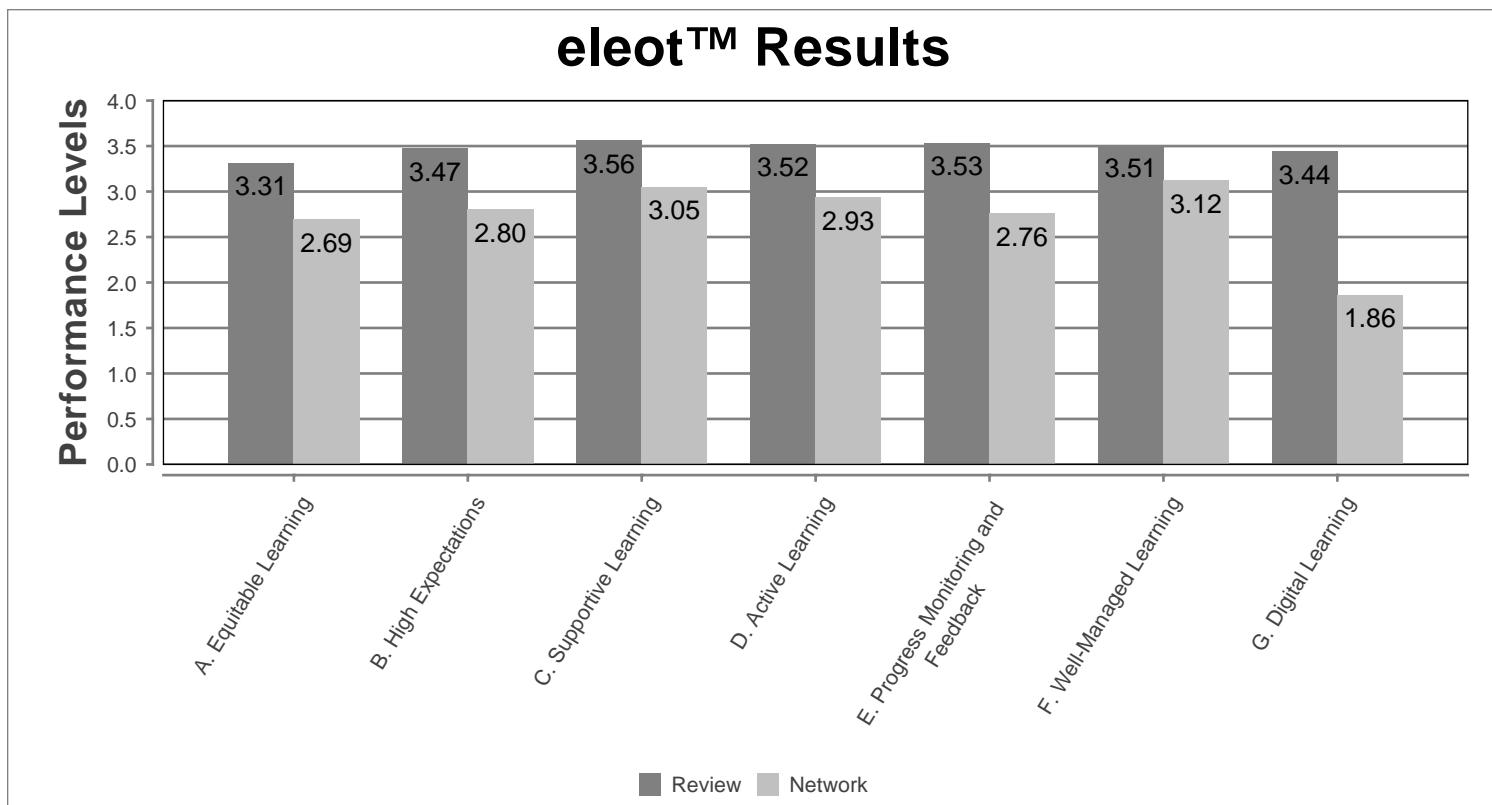
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.11
Test Administration	4.00	3.46
Equity of Learning	1.50	2.75
Quality of Learning	2.00	2.93

## Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The External Review Team visited a total of 9 of the 10 classrooms and observed eighteen teachers (content and co-teachers) and several paraeducators as they delivered instruction. The composite ratings showed all environments to be well above the AdvancED Network averages. All seven environments were rated at 3.31 or higher with Supportive Learning Environment (3.56), Progress Monitoring and Feedback Environment (3.53), and Active Learning Environment (3.52) being the highest. High Expectations Environment (3.47) and

Digital Learning (3.44) were slightly lower, with Equitable Learning Environment (3.31) being the lowest. Digital Learning was significantly higher than the AdvancED average because of the presence and utilization of technology for every student and the frequency and ease with which students utilized it to conduct their instructional activities.

Although the rating on Equitable Learning Environment was lower than the other domains, the score was still significantly above the AdvancED average. Nonetheless, the lower rating in this area corresponded with concerns expressed about meeting needs of students. The special population of the school and the infusion of neurotypical students causes the school to focus and reflect on the variety of experiences they must provide to meet student needs.

The Team noted the efficacy of technology integration at the school. Team members observed that nearly every student was engaged in the use of Chromebooks and other technology in the instructional process. This tied closely with the school's belief that the Chromebook was the essential tool and that resources be made available so that it could be used as an effective tool.

Team members were impressed with the quality of the programming and the level of authentic student engagement observed. Staff members used the Social Emotional Engagement - Knowledge and Skills (SEE-KS) tool to determine the level of engagement. Through professional learning on the use of the SEE-KS ladder, teachers had become more focused in providing strategies that involved and engaged students in a meaningful way.

**eleot™ Data Summary**

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.44	Has differentiated learning opportunities and activities that meet her/his needs	55.56%	33.33%	11.11%	0.00%
2.	3.56	Has equal access to classroom discussions, activities, resources, technology, and support	55.56%	44.44%	0.00%	0.00%
3.	3.56	Knows that rules and consequences are fair, clear, and consistently applied	55.56%	44.44%	0.00%	0.00%
4.	2.67	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	44.44%	0.00%	33.33%	22.22%
<b>Overall rating on a 4 point scale: 3.31</b>						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.56	Knows and strives to meet the high expectations established by the teacher	55.56%	44.44%	0.00%	0.00%
2.	3.56	Is tasked with activities and learning that are challenging but attainable	55.56%	44.44%	0.00%	0.00%
3.	3.33	Is provided exemplars of high quality work	55.56%	22.22%	22.22%	0.00%
4.	3.56	Is engaged in rigorous coursework, discussions, and/or tasks	55.56%	44.44%	0.00%	0.00%
5.	3.33	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	55.56%	22.22%	22.22%	0.00%
<b>Overall rating on a 4 point scale: 3.47</b>						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.56	Demonstrates or expresses that learning experiences are positive	55.56%	44.44%	0.00%	0.00%
2.	3.56	Demonstrates positive attitude about the classroom and learning	55.56%	44.44%	0.00%	0.00%
3.	3.67	Takes risks in learning (without fear of negative feedback)	66.67%	33.33%	0.00%	0.00%
4.	3.56	Is provided support and assistance to understand content and accomplish tasks	55.56%	44.44%	0.00%	0.00%
5.	3.44	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	55.56%	33.33%	11.11%	0.00%

**Overall rating on a 4 point scale: 3.56**

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.44	Has several opportunities to engage in discussions with teacher and other students	44.44%	55.56%	0.00%	0.00%
2.	3.56	Makes connections from content to real-life experiences	66.67%	22.22%	11.11%	0.00%
3.	3.56	Is actively engaged in the learning activities	55.56%	44.44%	0.00%	0.00%

**Overall rating on a 4 point scale: 3.52**

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.44	Is asked and/or quizzed about individual progress/learning	55.56%	33.33%	11.11%	0.00%
2.	3.56	Responds to teacher feedback to improve understanding	55.56%	44.44%	0.00%	0.00%
3.	3.56	Demonstrates or verbalizes understanding of the lesson/content	55.56%	44.44%	0.00%	0.00%
4.	3.56	Understands how her/his work is assessed	55.56%	44.44%	0.00%	0.00%
5.	3.56	Has opportunities to revise/improve work based on feedback	55.56%	44.44%	0.00%	0.00%
<b>Overall rating on a 4 point scale: 3.53</b>						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.56	Speaks and interacts respectfully with teacher(s) and peers	55.56%	44.44%	0.00%	0.00%
2.	3.56	Follows classroom rules and works well with others	55.56%	44.44%	0.00%	0.00%
3.	3.33	Transitions smoothly and efficiently to activities	55.56%	33.33%	0.00%	11.11%
4.	3.56	Collaborates with other students during student-centered activities	55.56%	44.44%	0.00%	0.00%
5.	3.56	Knows classroom routines, behavioral expectations and consequences	55.56%	44.44%	0.00%	0.00%
<b>Overall rating on a 4 point scale: 3.51</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.67	Uses digital tools/technology to gather, evaluate, and/or use information for learning	66.67%	33.33%	0.00%	0.00%
2.	3.56	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	66.67%	22.22%	11.11%	0.00%
3.	3.11	Uses digital tools/technology to communicate and work collaboratively for learning	55.56%	22.22%	0.00%	22.22%

**Overall rating on a 4 point scale: 3.44**

## Findings

### Improvement Priority

Establish and implement a process of continuous improvement that includes a systematic data analysis process and a cycle of assessment, grading, and reporting of student performance (5.4).  
 (Indicator 5.4, SP3. Quality of Learning)

#### Primary Indicator

Indicator 5.4

#### Evidence and Rationale

School leaders reported the areas that presented challenges and a need for growth are the components that constitute and support the continuous improvement process. Teachers shared in their interviews that there had been some training in analysis and utilization of data for improving instruction, but there was a need for additional professional learning activities in this area. Leaders and staff also reported that assessment plans were still evolving for this young school, which was in its third year of operation, and that they could grow from the development and implementation of a solid assessment program designed to meet the needs of special learners; a grading system that would reflect accurately the performance status of students; and a means for effectively communicating that status to parents. A purpose statement was in place that was embraced by parents and staff members. The school also provided a well-formulated school improvement plan that included goals, objectives, timelines, resources required, and staff responsible. A well-articulated process for continuous improvement would provide a means for making continuous improvement a part of the school's culture and the way the school conducts its business.

# Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional 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 enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

## Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.73
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.50	2.52

## Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.95
2.2	The governing body operates responsibly and functions effectively.	3.00	2.90
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	4.00	3.11
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.00	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.00	2.71

## Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	3.00	3.08

## Findings

### Powerful Practice

The partnership with the arts community, including the Woodruff Arts Center, the High Museum of Art, and the Alliance Theatre provides significant inclusive benefits for all students.

(Indicator 2.4)

#### Primary Indicator

Indicator 2.4

#### Evidence and Rationale

The school and the local arts community had established partnerships through which students visited the High Museum and the Woodruff Arts Center. Students also performed musicals and plays on stage at the Alliance Theatre and every student was included in these special inclusive activities. The Alliance Theatre also provided the school an Artist-in-Residence. Representatives from the arts community explained that the partnerships had benefited them by the school principal having provided training for their staff members in the unique learning needs of Tapestry students. At least one member of the arts community served as a member of the charter school board. Such a partnership affords all Tapestry students the opportunity to participate in activities, which build confidence and enhance learning.

## Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

### Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	2.98
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00	2.84
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.00	2.86
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.75

# Conclusion

## Standard 1

Leaders, staff members, board members, and parents all expressed their commitment to the mission of the school. The unique design of the school had been described as a "beacon of hope" to families searching for a more positive educational experience for their children. The administrators, teachers, and paraeducators sought opportunities to make connections with students creating a safe environment where students felt appreciated and included. A purpose statement had been in place since the year the school opened and it was a part of the school's charter. While the statement had been revisited several times during the past three years, it remained unchanged. Staff members, board members, and parents were invested in the direction the school was taking to provide a special, inclusive environment for all students.

The individuality of each student was celebrated; however, the differentiated lessons offered, along with balancing IEPs, 504 plans, and gifted curriculum, provided opportunities for students to "shine," as parents commented, but it did present on-going challenges for teachers. The inclusion of neurotypical students and students with special needs provided an opportunity to build relationships among students, create a compassionate environment, and enhance learning through cooperative learning and appropriate modeling. Parents and teachers both stated that students were learning life lessons within the classroom's diversity.

All staff members had been trained and implemented the Social Emotional Engagement - Knowledge & Skills (SEE-KS) process. This process allowed teachers and leaders to determine at any point at what level students were engaged so that steps could be taken immediately to redirect passive learners. Consistent utilization of the tool had enhanced student engagement. The Universal Design for Learning (UDL) was also implemented to enhance student learning. Data from assessments such as Measures of Academic Progress (MAP) had helped identify areas where remediation was needed. The ALEKS math program, which is an artificial-intelligence based assessment tool that zeros in on the strengths and weaknesses of a student's mathematical knowledge; and Read Naturally reading support, an individualized, online reading intervention program, were used to help in those identified areas. Teachers were also developing common assessments based on the Georgia Department of Education's Achievement Level Descriptors, where they could monitor students' progress.

## Standard 2

Eight board members were interviewed by the Review Team. The Board was observed to be an invested team with a purpose of providing support for the school's mission. There were fourteen members consisting of 50% leaders in the community, and 50% parents of students currently attending the school, including the two founders of the school. This board provided support to the school, developed policies and procedures per their by-laws, and helped in any way needed. Leaders reported that the board members promoted the principal's autonomy in making day-to-day decisions and they operated in a self-regulatory manner to ensure that they followed their roles and responsibilities. While Board operated in the manner specified in the school's charter application, stakeholders stated in their interviews that they would like to see a more diverse board including outside educators, Tapestry employees, and more community representatives.

The Board of Tapestry was governed by by-laws that guided their work and operation of the school. They understood and fully supported the administration of the school. Many of the members gave personal testimonies of the educational and emotional growth observed from their children. They were unified in their desires to see other families experience what they had by the unique experience offered to students at Tapestry Charter School. They had accepted the responsibility of additional fundraising to meet needs that the school system did not provide.

The school had very unique partnerships with the Atlanta arts community. Through the work of these groups, grants were awarded that brought representatives from the Woodruff Art Center, the Alliance Theatre, and the High Museum of Art into the school on a regular basis. The school had Artists-in-Residence from the Alliance Theatre who came into the school to provide special opportunities for students. Students performed musicals and plays on the stage of the Alliance Theatre and every student was included. This demonstrated the commitment to the school's purpose and direction. The principal and school staff had provided professional learning opportunities for the staff members at these arts agencies so that there was a clear understanding of the school's work and the unique needs of the students.

### Standard 3

Team members observed that most students were provided an equitable and challenging learning experience. School leaders reported that observations and student performance supported their belief that students with special needs were presented and responded to the challenges in the instructional program. The school faced a greater need to provide more challenging educational experiences to neurotypical peers who may have needed accelerated programming, gifted instruction, or Advanced Placement (AP) classes.

The leaders of the school had decided to provide a flexible curriculum that was not driven by a particular textbook. The dynamic curriculum was aligned with Common Core and state standards and was driven by student interest and features technological components. Each student was provided a Chromebook that served as the "textbook" for each class and students were observed using this resource with frequency. Incorporated in the lessons were resource materials from Discovery Education, which provided digital texts and resources in all content areas. MAP assessments were used as a universal screening tool for all students and it provided information for differentiation. Because the school aligned its instruction with the rigor of the Georgia Milestones, the MAP did not consistently align with those standards and courses, making it difficult to use productively.

Students were consistently engaged through instructional strategies that ensured achievement of learning expectations. It was evident that the school leaders consistently monitored and supported the improvement of instructional practices of teachers to ensure student success. It was also evident that attention had been given to engaging all students meaningfully in instruction. All members of the school staff participated in collaborative learning communities to improve instruction and student learning. There was inconsistency among classrooms showing exemplars to guide support for student learning. Teachers presented lesson plans that included objectives, activities, and descriptions of differentiation anticipated for the learners. The school focused on inclusive methods for all students and this was demonstrated in the provision of AP courses that will be expanded even more in the coming year. Career pathways were available for students in engineering

drafting and design and game design as well as in advanced academic studies, world language, and fine arts.

The school provided information about a pre-planning activity for each school year in which staff members would be trained in the processes and procedures of the school. Assistance was given to new and returning employees about the school's operation. A formalized plan for the induction and on-going mentorship of new staff members might be beneficial.

The work of the school was communicated to parents in a variety of ways, including email, voice mail, social media, weekly newsletters, the school website, staff webpages for classroom activities and covered materials, Infinite Classroom, Google classroom agendas, and parent-teacher conferences. Every staff member has a phone extension, making it possible for parents to contact teachers as needed.

Every student was assigned and had a routine time to meet with an adult advocate. Lists of students and assigned advocates were available for Team members' review.

A grading system was in place, but staff members expressed concern that a more systematic, systemic plan for assessing and grading students was needed. The school cited this area as one that posed challenges and that must be addressed. This would be important as the school continues to pursue a cycle of continuous improvement.

Staff members had a well-developed plan/calendar for professional growth and development. Topics addressing needs and concerns of staff members were presented. Staff members reported that there was a need for more formal training opportunities in the analysis and use of data to meaningfully inform instruction. This, too, would facilitate the continuous improvement cycle.

Teachers shared in their interviews that they had been provided training in how to differentiate for student learning. Observation of classes and a review of lesson plans showed that differentiated experiences were incorporated for more effective instruction.

#### Standard 4

The school was found to have a highly qualified professional and support staff that were recruited and hired to support the mission, vision, and goals of the school. The school sought to provide an inclusive, individualized learning environment in which neurotypical and autism spectrum students might be challenged and engaged. For this reason, potential candidates were carefully screened to determine if there was a match between their skill set and that of the school. A strategic hiring policy requires careful consideration given to the candidate's potential to provide quality academic instruction and to grow from professional learning. Teachers were required to re-apply every year and express their desires regarding co-teacher assignments. Parents were provided a Right to Know letter in which they are informed that they may view the credentials of the teachers in the school.

A review of the school's budgeting process and a current budget showed that the school provided adequate resources to provide for the needs of staff and students. Reports showed expenditures in essential areas and a five -year budget showed the distribution of expenditures in all areas impacting instruction. There were no

school bells in this setting, but teachers followed a schedule. Instructional time was protected and parents expressed that students had access to all resources needed.

The school facilities were found to be a clean and healthy environment for staff and students. The school presented a safety plan with a schedule of drills as well as an Emergency Manual, a Code of Conduct, a medication administration policy, inspection reports, and a Safe School Plan. All contributed to the safety of the school. Parents' survey results showed that parents rate the safety indicator at a 4.5 level on a scale of 1 to 5.

As the Team visited classrooms, they observed students using Chromebooks in most classrooms. Each student had a Google classroom account on which daily agendas were provided and students produced and submitted assignments. Grades were recorded and shared on the Infinite Classroom platform and shared lesson plans showed technology integrated into the instructional plan.

The school attempted to meet a wide variety of student needs through programs and activities which were designed for that purpose. Current activities included preparing students for the next phase after high school, including college visitations, sessions for writing resumes, career assessments, career days, and meeting with the counselor at least once each semester. When parents were surveyed regarding their perception of accessibility to counseling and career planning, they rated this 4.42 on a scale of 1 to 5.

#### Standard 5

The evidence clearly showed that school personnel maintained and used an assessment system that produced data from several sources, including the MAP, which is the universal screening tool, as well as common assessments that teachers were in the process of developing at this time. School leaders reported that the MAP assessment did not align with the Georgia Milestones, which they felt presented the rigor that they desired for student learning. The school also utilized data from the SAT, PSAT, Lexile, CCPRI, SEE-KS, and UDL. Preliminary results from the work on the common assessments already demonstrated that they were developing a viable tool that could be very useful in informing instruction for special students and their neurotypical peers. The school had also used survey results as a means of assessing progress on meeting goals.

School leaders reported in their interviews that they were in the beginning stages of implementing a process for collecting and analyzing data. Data training had not been provided for all staff members at the same level. Some training had been provided by school leaders and some had been presented by the district's regional service agency (RESA). This lack of broad-based training and systematic processes and procedures for utilization had limited staff capability to effectively use data to plan instruction. Nonetheless, teachers did make an earnest attempt to utilize observational and some assessment information to devise and adjust instructional plans for students.

Professional learning plans for staff were designed to support the needs of staff members. Teachers maximized their common planning times for collaboration for the benefit of students.

The school cited the cycle of continuous improvement and the utilization of data to support it as one they

considered to be a challenge area which they desire to address. The Team concurred that this was the area in which the school should strive to grow and improve. Work had begun by effectively communicating the school's purpose and aligning instructional decisions and purchases with this. The school and its leaders had worked diligently to have the school and its staff "live" the purpose and direction statement. Board members and parents reported that the established direction permeated every piece of the school's work. The statement was solidly supported and embraced by the stakeholders. The school, which was in its third year of operation, was still in the process of finding the most effective ways to measure student progress of the unique learners in their school. Staff members must continue to investigate and utilize assessments tools and develop their own common assessments in order to establish this critical component of the cycle of continuous improvement for their setting. In spite of their struggle to determine assessments, the school had managed to appropriately develop a plan for school improvement which was specific and measurable and which could serve as a measurement of their progress. Once the continuous improvement components are all in place, the school's culture will truly embody continuous improvement.

The school's leadership communicated its mission and information about student learning in multiple ways to all stakeholders. Ways of communicating included weekly newsletters, emails, phone calls, Infinite Campus, the school website, and a variety of social media tools. The evidence supported the communication efforts made by the school's leadership and was even commented on by the parents that sometimes it is "more than adequate."

The school mentioned a number of areas in which they want to grow. As a school serving autism spectrum and neurotypical students, Tapestry has a significant number of draft applicants whom they are not able to accept in their lottery. The school would like to attract a larger number of neurotypical peers, but the pool of applicants for this group is still somewhat small. The school is only in its third year, and staff expressed their belief that with marketing attempts and word of mouth they will be able to overcome this need.

Leaders also reported their concern that there must be more opportunities for accelerated instruction for all students. Student performance results showed that some students were not making progress that would be expected of them. At the high school, this was more easily addressed because students could advance to higher course offerings as well as the expanded AP courses that will begin in the fall. It will be more difficult in the middle grades and staff were working on ways to differentiate instruction so that students who need acceleration could have those opportunities and experiences.

The school did not have a formal, systemic Response to Intervention (RtI) program that addressed instructional needs of the students most severely in need. In a special school of this nature, it was uncertain what this program might look like and how it would work. Staff members knew this was a need and they were currently studying ways to utilize new assessments as well as their newly-developed common assessments to determine who is not progressing as expected and what the next steps should be.

The school cited its greatest need in the area of establishing a continuous improvement cycle that features a process of analysis and utilization of data and a means of effectively communicating student grades and

academic progress to parents. After a review of evidence, processes, staff interviews, and observation of practice, the External Review Team concurred that this was a need that must be addressed so that the school could move forward. The issues were further compounded by the fact that the school served a highly unique student population, some of whom may not respond well to conventional means of student assessment typically used in a school setting. Leaders and staff had already begun work in this area by investigating and evaluating assessment options which might align to the standards to which they aspire. Teachers were in the process of developing common assessments that could produce results that are usable in meeting classroom instructional needs. Staff shared some preliminary results that indicated they are on the "right track" and had already acquired information that was helpful. Determining the most appropriate ways and means for assessing student learning for these unique students and their neurotypical peers was critical in institutionalizing a cycle of continuous improvement for this school. Once this has been established and implemented, the process, which is cited in the Improvement Priority, will have great value in making continuous improvement a mainstay of the school's culture and the way the school conducts its business.

## **Improvement Priorities**

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Establish and implement a process of continuous improvement that includes a systematic data analysis process and a cycle of assessment, grading, and reporting of student performance (5.4).

# Accreditation Recommendation

## Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	282.05	278.94
Teaching and Learning Impact	259.52	268.48
Leadership Capacity	313.64	293.71
Resource Utilization	300.00	286.27

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

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

# Addenda

## Team Roster

Member	Brief Biography
Dr. Judy C Forbes	<p>Judy Forbes has served on the SACS Elementary Commission and chaired it for two three-year terms. She retired in June 2008 from Habersham County Schools where she taught for 35 years. She taught high school, middle school, and elementary English/language arts. Dr. Forbes has also taught special education at all three levels as well. She served as Director of Special Education, Curriculum Director, Assistant Superintendent, and Superintendent. She has also taught adjunct classes in leadership at Piedmont College and is now a staff member for the University of Phoenix. Dr. Forbes has served as a Director and Past Chairman of the Habersham Chamber of Commerce, a member of the Habersham Medical Center Foundation Board, and is active in the Clarkesville United Methodist Church. Dr. Forbes holds four professional degrees, including the doctorate, from the University of Georgia. Dr. Forbes is a Field Consultant for Georgia Advanced and has been lead evaluator for many schools and systems.</p>
Esterine Stokes	
Mrs. Amy Hill Waggoner	<p>I have been teaching for 23 years in elementary education in both public and private schools. I have taught 2 of my 23 years in the special education department in an interrelated position, while the rest of my professional experience is in physical education and coaching. I am currently teaching elementary physical education at Strong Rock Christian School in Locust Grove, GA.</p> <p>I have been married for 16 years and we have 3 beautiful daughters. Our oldest is 13 and in 7th grade at Strong Rock. Our middle daughter is 10 years old and currently in 4th grade at Strong Rock. Our youngest is 7 years old and attends a special needs/therapeutic school in Griffin, GA called Stepping Stones. She has Trisomy 21, or more commonly known as Down Syndrome. She has overcome many health obstacles in her young life and we are all so proud of her accomplishments.</p>

## Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

## About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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