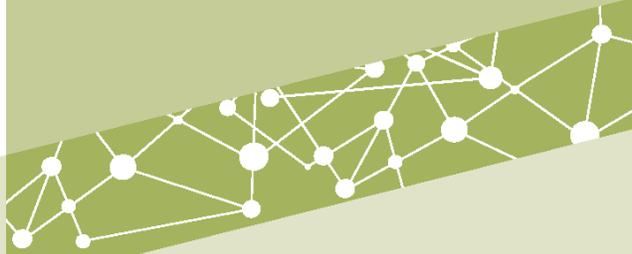


February 27-28, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**

Peace Academy

4620 South Irvington Avenue
Tulsa, Oklahoma 74135

Table of Contents

Introduction	3
AdvancED Performance Accreditation and the Engagement Review	3
AdvancED Standards Diagnostic Results	3
Leadership Capacity Domain	3
Learning Capacity Domain.....	4
Resource Capacity Domain.....	5
Effective Learning Environments Observation Tool® (eleot®) Results.....	6
Assurances	7
AdvancED Continuous Improvement System.....	8
Initiate	8
Improve	8
Impact.....	8
Findings.....	9
Accreditation Status and Index of Education Quality® (IEQ®).....	9
Insights from the Review	10
Next Steps.....	12
Team Roster	13
References and Readings	15

Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

AdvancED Standards Diagnostic Results

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

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

Leadership Capacity Domain

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

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

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Exceeds Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations

Learning Capacity Standards		Rating
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Emerging
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution 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 institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Emerging
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Exceeds Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Meets Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Meets Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Emerging
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Exceeds Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®)

Results

The 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 from the Engagement Review	23	
Environments	Rating	AIN
Equitable Learning Environment	3.39	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.30	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.61	3.74
Learners are treated in a fair, clear and consistent manner	3.70	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	2.96	2.06
High Expectations Environment	3.21	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.17	3.17
Learners engage in activities and learning that are challenging but attainable	3.57	3.14
Learners demonstrate and/or are able to describe high quality work	2.74	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)	3.22	3.06
Learners take responsibility for and are self-directed in their learning	3.35	2.89

Supportive Learning Environment	3.67	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.65	3.66
Learners take risks in learning (without fear of negative feedback)	3.52	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.74	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.78	3.66
Active Learning Environment	3.30	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.22	3.34
Learners make connections from content to real-life experiences	2.78	2.80
Learners are actively engaged in the learning activities	3.74	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	3.48	2.74
Progress Monitoring and Feedback Environment	3.23	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.91	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.52	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.61	3.37
Learners understand and/or are able to explain how their work is assessed	2.87	2.63
Well-Managed Learning Environment	3.64	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.77	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.83	3.83
Learners transition smoothly and efficiently from one activity to another	3.30	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.65	3.54
Digital Learning Environment	2.30	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.39	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.35	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	2.17	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.

13 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	
Improve Opportunities for Improvement	Standards 2.7, 2.9, 2.11, 2.12 Standards 3.1, 3.4, 3.5, 3.6
Impact Effective Practices	Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10 Standards 3.2, 3.3, 3.7, 3.8

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

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	369.00	AIN 5 Year IEQ Range	278.34 – 283.33
------------------------	---------------	-----------------------------	------------------------

Insights from the Review

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

The Engagement Review Team identified several themes that emerged from the review supporting the continuous improvement process for Peace Academy. These themes present strengths and opportunities to guide the school's improvement journey.

Multiple sources of evidence supported the school's efforts to effectively monitor its programs and processes using data-supported decision-making whenever feasible. Artifacts revealed academic testing data received from The Iowa Test of Basic Skills (ITBS) or Star assessments, for example, is being used not only for grouping but also to inform instruction. Faculty and administration shared in interviews that professional development is based on data collected throughout teacher observations as well as teacher surveys that probe for areas of need and interest. Students mentioned the lofty achievement of National Merit Scholars and the school's high graduation rates are due in part to the attention teachers place on individual student data and subsequent modifications made to instruction. Based on such individual student assessment, teachers at all levels develop an individual plan for many students ("SSP") based on the analysis of data and is followed closely throughout the academic year. During observations, graphics and display boards showing data collected and how it was used were evident, both in presentations and displayed throughout the school. The school's governing board has designed a sustainable evaluation practice of their own and color-coded the areas that work well and ones that need improvement. Multiple interviews with administrators and board members confirmed data-based decision-making is, "the way we do things here," and widely accepted at school. Data driven instruction ultimately augments student performance.

A supportive, academic and social culture permeating throughout Peace Academy develops learners' attitudes, beliefs and skills needed for success. Observations and interviews revealed this way of life is present daily. A significant degree of stakeholder involvement has been broadened since the last accreditation review and is now an expected part of the district's "way of doing business." Foremost, the most recent strategic plan (2019-2023), which has involved nearly all stakeholders (including students), outlines these embedded attitudes, beliefs and skills. A governing board and subsequent committee structure have also promoted these attitudes, supported the most recent strategic plan and reinvigorated the academic community. Observations of graphics and other visuals on walls throughout the school supported the positive 'family' and Islamic culture of the school. Observations of the daily schedule and flow including the 'opening' and 'closing' assemblies supported the culture. Students repeatedly are "connected" as culture is developed and emphasized. Effective communication and novel ways of providing information, a hallmark of this culture, were mentioned in student, teacher and parent interviews. For

example, all three stakeholder groups mentioned the handbooks, “What’s App” and Facebook pages for varied groups as contributing to the school’s culture. Without these, learning and subsequent success would not be impacted according to those interviewed. Everyone from students to faculty, staff and administrators “has a place” and feels valued. This was seen during observations of the overall environment and cordiality observed in the classroom, which supported the vision of a safe and positive culture. Interviews of multiple stakeholders indicated a strong connectedness with the culture of the school, not only while enrolled, but even following graduation. Observations, interviews and surveys all exposed a resplendent culture of learning and sense of community. Such an environment fosters a workplace and school that is conducive to learning. Ultimately, flourishing students not only excel in the classroom, but as part of a community as well.

Peace Academy exhibited many effective shared leadership practices throughout all levels of the system, including administration, teachers, staff, parents and students. Engagement of internal and external stakeholders is intentional and focused in terms of a directed effort to review and revise the 2019-2023 Strategic Plan. Community members, administrators, teachers, staff, students, alumni and external stakeholders all reported they were active in the process and felt extremely connected and supportive of the school. Surveys indicated strong positive leadership interactions with all stakeholders. Because of this new plan, a transitional administration team has been established and operationalized based in shared leadership. Interviews with all stakeholders showed strong respect for all members of the community. Interviews revealed how all stakeholders are invested in the community’s mission and can assume leadership opportunities. Students reveled in the leadership they have in extracurricular clubs, area organizations and other aspects of school life. Interviews corroborated how shared governance is widely shared with a strong parent organization and alumni. Parents noted their voice was heard and acted upon regularly. For example, when parents asked for a stronger Arabic curriculum, the administration reached out to an expert at Harvard University to design a program specifically for Peace Academy. Alumni noted their suggestions about how to improve the academic process were well received and implemented. For example, alumni reported not using titles such as “Mr. “or “Mrs.” did not help them succeed in postsecondary ventures. As a result, the school is beginning to incorporate these titles in spoken exchanges. Such interviews with alumni yielded evidence of a legacy of leadership developing in the community, even once students graduated. The administration has established multiple working partnerships between the district and community businesses and organizations, such as Tulsa Community College, The University of Tulsa and the nearby mosque. Members of these external stakeholders have been involved in shared decision-making at Peace Academy, resulting in strong community pride and ownership of the school. Effective involvement of multiple stakeholders in leadership roles is now an expected part of the school’s culture and norms and will continue to serve as the basis for future decision-making. The team encourages the school to continue these practices which are used reflectively to improve the school for coming generations.

Some significant learning environments and opportunities for students that were not as evident included activities for individualization and personalization of learning, both in and out of the classroom. Differentiation varied from classroom to classroom. Observations of student interaction and engagement in the learning environment were not consistent from classroom to classroom. It was not clear students always knew what high quality work looked like. There was inconsistent use of rubrics, models, wall poster examples, etc. of high-quality work. The rigor level of classroom activities and tasks varied ranging from basic information downloading to focused use of higher order thinking skill development. Student interviews revealed students felt more engaged when hands-on learning occurs. Interviews with students and parents indicated a desire for more extracurricular opportunities and clubs (such as a competitive math club). Interviews with various stakeholders indicated a desire for enhanced academic counseling as well as establishment of a guidance counselor for individual and group developmental guidance. While social/emotional development is a sensitive issue in the community, interviews with parents, students and

faculty clearly delineated the need for such services. To meet the unique needs of even more learners, Peace Academy might explore multiple ways to individualize and personalize opportunities for learning and introduce these initiatives through professional development.

While Peace Academy has sought to gather sufficient resources, more are needed in some realms of the school. Observations and interviews with students, parents and faculty all revealed that greater daily access to library materials (print and digital) are profoundly needed for academic success. Students have a very limited selection of library books; and even though visits are made to the library, these do not provide adequate access to informational resources. Observations divulged students often must share technology. A computer lab is present, but this is scheduled for teaching as opposed to student independent research or access. Student, parent and faculty interviews all pointed to the need for augmented technology access for all. Finally, interviews of students, parents and faculty as well as survey data revealed social/emotional counseling is a resource greatly desired and needed. Adequate resources ensure a safe, orderly environment to optimize student achievement. Therefore, Peace Academy can explore ways to garner needed/lacking resources to meet more of their students' needs.

Peace Academy is encouraged to address the use of these findings and insights from the review for the institution's continuous improvement process. Doing so will facilitate the school's progress towards meeting its goals and ensuring success for its current and future students.

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 elect 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
<p>Dr. Stephan E. Sargent Lead Evaluator</p>	<p>After graduation from Oklahoma State University with a bachelor's in education and a minor in science education, Dr. Sargent taught for years as a teacher in Ponca City, Oklahoma. He taught science as well as all subjects in homeroom courses. Dr. Sargent graduated from The University of Tulsa with a master's in school counseling. Dr. Sargent has also taught developmental reading to adults, plus he has taught reading methods courses, study skills courses and served as a reading specialist for an athletic team. Later, Dr. Sargent began work at Northeastern State University (NSU) as a professor of reading methods. He teaches graduate and undergraduate courses in reading methods and directs the NSU Reading Clinic. Dr. Sargent works closely with school accreditation at all levels. He currently volunteers with AdvancED for PreK-12 schools and reviews graduate reading programs for the International Reading Association. Finally, Dr. Sargent works extensively with Quality Matters, the recognized body that certifies on-line courses for P-12 and higher education.</p>
<p>Mrs. Debra Mann</p>	<p>Debra Mann is the administrator and executive director of Tulsa Hope Academy, a private faith-based high school for underserved teens and adults. Ms. Mann holds a bachelor's degree from the University of Oklahoma majoring in management of information systems and spent 15 years in the information technology (IT) field as a senior applications developer for several major corporations. In 2005, Ms. Mann combined her IT experience and passion for education to pioneer a new technology driven dropout prevention and recovery pilot program "Hope4Kids". By 2009, the program had developed into a fully accredited high school, Tulsa Hope Academy. Ms. Mann is a licensed minister, certified emotion code practitioner and has 15 years of experience in teaching, non-profit program development and instructional technology. She has served on several AdvancED engagement review teams.</p>

Team Member Name	Brief Biography
<p>Mr. Geoffrey Wilbur</p>	<p>Geoffrey Wilbur serves as the principal for the eleven special facilities and two contract schools within Tulsa Public Schools. Each of these facilities/schools is designed to meet specific needs of students and has a more personalized learning program for the students enrolled. He has taught and led in multiple schools within the Tulsa Public School District since 1992. He also taught drafting, CAD, and CAM in West Hazelton and Selinsgrove, Pennsylvania. He earned a Bachelor of Science in industrial arts education from Pennsylvania State University and went immediately into the army, attending the Army Field Artillery School at Fort Sill, Oklahoma. He has continued his studies and earned a Master of Arts in communication from the University of Oklahoma and is in the doctoral program at the University of Oklahoma for urban school leadership.</p>
<p>Dr. Malcolm McGuire</p>	<p>Malcolm L. McGuire currently is responsible for curriculum alignment and implementation for preschool through twelfth grade. In addition, Dr. McGuire coordinates professional development, working with Title II and Title IV funds as well as local funds provided by the Metro budget. He also enjoys teaching four sections of sixth grade reading. Dr. McGuire holds an Ed.D. in educational administration with a focus in curriculum from Louisiana Baptist University. His master's degree is in Christian school administration from the same institution. A graduate of Baptist Bible College, Dr. McGuire holds a Bachelor of Science in elementary education. He has been teaching and administrating in private schools since 1991, serving in both the Northeast region (Connecticut) and the South-Central region (Oklahoma). Dr. McGuire has served on accreditation teams for the Association of Christian Schools International (ACSI) and the New England Association of Schools and Colleges (NEASC).</p>

References and Readings

- AdvancED. (2015). *Continuous Improvement and Accountability*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/continuousimprovement-and-accountability>
- Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.
- Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/what-continuously-improving-system-looks-like>
- Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/savvy-school-change-leader>
- Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.
- Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education*. San Francisco: Carnegie Foundation. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf
- Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.
- Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.



advanc-ed.org

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

9115 Westside Parkway, Alpharetta, GA 30009



About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

©Advance Education, Inc. AdvancED® grants to the Institution, which is the subject of the Engagement Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license, and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.