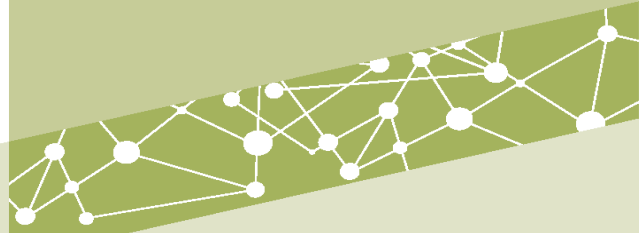


February 3 - 6, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Hoover City Board of Education
2810 Metropolitan Way
Hoover, AL 35243

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Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

AdvancED Standards Diagnostic Results

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

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

Leadership Capacity Domain

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

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Exceeds Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Exceeds Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	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 processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Exceeds Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Exceeds Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Exceeds Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	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 system.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Exceeds Expectations

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Meets Expectations
2.8	The system provides programs and services for learners' educational future and career planning.	Meets Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	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 system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Meets Expectations
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Exceeds Expectations
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Exceeds Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Meets Expectations
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Exceeds Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Exceeds Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®)

Results

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

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

eleot® Observations		
Total Number of eleot® Observations	55	
Environments	Rating	AIN
Equitable Learning Environment	2.80	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.58	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.15	3.74
Learners are treated in a fair, clear and consistent manner	3.42	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	2.05	2.06
High Expectations Environment	2.93	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.95	3.17
Learners engage in activities and learning that are challenging but attainable	2.89	3.14
Learners demonstrate and/or are able to describe high quality work	2.98	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.85	3.06
Learners take responsibility for and are self-directed in their learning	2.98	2.89
Supportive Learning Environment	3.30	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.20	3.66

eleot® Observations		
Total Number of eleot® Observations	55	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	3.15	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.36	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.47	3.66
Active Learning Environment	2.94	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.98	3.34
Learners make connections from content to real-life experiences	2.67	2.80
Learners are actively engaged in the learning activities	3.25	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.85	2.74
Progress Monitoring and Feedback Environment	2.81	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.71	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.00	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.09	3.37
Learners understand and/or are able to explain how their work is assessed	2.45	2.63
Well-Managed Learning Environment	3.46	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.60	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.45	3.83
Learners transition smoothly and efficiently from one activity to another	3.29	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.49	3.54
Digital Learning Environment	1.98	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.31	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.89	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.75	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	Standard: 2.2
Impact Effective Practices	Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 Standards: 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 Standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 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	359.35	AIN 5 Year IEQ Range	278.34 – 283.33
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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 six over-arching themes that support the continuous improvement process for Hoover City Schools. These interdependent themes present strengths and opportunities to guide the improvement journey.

Leadership and strategic planning were found to be strengths of the Hoover City Board of Education, the superintendent and system leadership. From the superintendent's presentation, the team learned of a community-wide undertaking that resulted in the creation of Hoover City Schools Strategic Plan: 2018-2022. Parents participated in an electronic survey and 13 community meetings to gather broad stakeholder input in 2016. Parents and community members volunteered to serve on various sub-committees that met several times throughout 2017. The culmination of all input data resulted in four goals that clearly support the system's mission, vision and motto: student achievement and growth, use of human and financial resources to support high-quality classroom instruction, the achievement of unitary status and community engagement to strengthen stakeholder partnerships for supporting the evolving needs of students. When Hoover City Schools Strategic Plan: 2018-2022 was completed, it was presented in 2018 to the Board of Education for acceptance rather than approval to facilitate ongoing monitoring and adjusting as needs might arise. Throughout the evidentiary process, the team identified consistent evidence in board member interviews that they receive routine updates on the implementation of the strategic plan and any adjusted practices monthly. Furthermore, the team gathered substantial evidence of the alignment between daily practices and the goals and objectives of the plan from teacher interviews. It is a living document that drives and informs daily practices. Through collaborative discussions, the strategic actions of the system can be enhanced by an on-going awareness of new trends and challenges that educational communities are encountering to sustain this embedded practice.

Board members clearly understand their roles and responsibilities as policy makers. They receive annual training from the Alabama School Board Association and advocate for the system with state legislators. Together with the superintendent, they share a productive partnership with the City Council. In board interviews, members discussed that the board doesn't make decisions without data to review prior to voting on any actions. The board's exemplary work can be enhanced by establishing an annual self-evaluation by each board member and collectively as a board to identify areas for board continuous improvement.

The superintendent has established numerous internal and external opportunities to cultivate leadership with parents, employees and students. In addition to supporting principals, now there is an assistant principal

mentoring program to address their needs and an aspiring teacher leader program that is focused on what these future leaders aspire to do. The superintendent cited an example of one aspiring teacher leader who wants to do research and is being assisted in that desire. Teachers assume roles as department heads, grade level leaders, and leadership roles on Problem-Solving Teams (PST) as reported in surveys, inventories and interviews. Students participate in school organizations and clubs as well as facilitating their own student-led conferences with their parents. Stakeholder interviewees acknowledged that leadership has had a positive impact on the transformation of the system in the past four years. As Hoover adults continue to model leadership, a next step in the continuous improvement journey might be to examine current levels of student leadership and develop problem-solving classroom experiences in growing strong student leaders.

The team gathered extensive evidence regarding numerous communication advances across the system. Board interviews revealed that the system has “incredible communication with stakeholders.” System and school websites have been updated with a translation feature to ensure enhanced communication with the system’s diverse population. Social media plays an important role in informing the community of events and vital information about the system, its programs and successes. From the Superintendent’s Advisory Council came the suggestion to add “Fact Checker” to the system’s website as a two-way communication tool for the system to clarify questions with stakeholders. The present focus is on understanding the Alabama School Report Card and interpreting student achievement results to parents. Board meetings are live-streamed and archived on the system website, including open microphone nights. The board also has an email address for individuals to give feedback. Internal communication at the building level is the focus of Problem-Solving Teams. Surveys and inventories are shared throughout the year with internal and external audiences to gather input data to aid in decision-making by system and school leaders. Connections with local churches, the Chamber of Commerce and various civic organizations and businesses enable students to receive the quality educational experiences they need. The system’s public relations and communication director supports all communication efforts internally and with the greater community. He also interfaces with all departments and schools, conducts communication trainings, and tracks and analyzes social media data to inform decision-making and strategic planning. Successful communication was summarized by a community stakeholder who said, “We have the opportunity to ask, they listen, we see results.” A future area for continuous improvement might be to focus on student communication by researching the perceived impact of the use of digital communication to prevent a gap between digital and personal communication skills. Then through intentional design, new classroom activities might ensure that students have adequate experiences in personal verbal communication skills such as meaningful conversation, eye to eye contact, and thoughtful response.

Systemic collaboration is at the core of all the system’s work. From the review of evidence and analysis of responses from seven interview groups, the team concluded a system-wide prevalence of collaboration among and across all entities. The superintendent and board have weekly communications to share pertinent information to lead collaborative discussions. She has weekly collaborative meetings with the Executive Cabinet and monthly meetings with the Advisory Council. Periodic meetings are scheduled with multiple committees and organizations including teachers and city leaders to keep a pulse on needs in real time. Parents are granted specific decision-making responsibilities in their leadership roles. Recent work of the Diversity Council exemplified an outcome from collaboration. The council identified changes in student population and determined that teachers needed professional learning on this culture shift. The system strives to understand the changing culture to stay ahead as they improve practices. Part of its collaboration was a discussion on bias to any group of students. Extended collaboration led to the selection of the Positive Behavioral Intervention and Supports Program (PBIS) to serve students better and ensure a high level of safety. Now, school discipline data are broken down by race monthly and shared with principals. PBIS Tier 1 implementation has reduced discipline violations by 15 percent in its first

year of implementation. System personnel created a PBIS video that will be shown at a state training. Similarly, collaboration by a mental health task force led to the revamping of the New Beginnings program, a non-punitive program for students with social/emotional issues.

The team examined the Engineering Academy Advisory Board minutes from a September 2018 meeting where collaboration occurred with the academy faculty. Three topics were discussed that reveal the level of collaboration and stakeholder engagement. There had been a recent Mock Interview Day for the students. The Advisory Board engaged in an after-event-review of the interview day and made meaningful adjustments to improve this event, including finding corporate sponsors to host a lunch for all interviewers after the event closes. Other topics included soliciting industry feedback on the Engineering Academy curriculum, including alumni who can give feedback, as well as, initiating steps to provide an engineering conference for students to experience real world interaction with recruiters from regional universities with the greater intent to eventually include schools outside of Hoover. From abundant evidence it was clear that collaboration is deeply embedded in the system's culture. A possible next step might be to continue to develop collaboration within all classrooms as a lifetime skill for the next generation.

High levels of stakeholder engagement prevail in the system. The superintendent has engaged in the practice of cultivating leadership opportunities with internal and external stakeholders, including the Parent Teacher Council (HPTC) comprised of approximately 35-40 parents who meet monthly and hear reports from the superintendent, assistant superintendents, curriculum directors, special education director, federal programs/testing director and school administrators. This group is involved in all aspects of collaborative discussion and programming. Surveys and interviews affirmed the impact that open communication, system transparency, opportunities for community participation, and clearly-defined roles in decision-making have contributed to the positive outcomes for educational excellence in the system. Stakeholders had the opportunity in the Strategic Planning Survey to address their top priorities and rate them in importance. Those results are found in the four goals and 17 objectives of the plan. A top priority from the survey was to recruit and retain excellent employees while maintaining competitive compensation packages to also attract stronger applicants. This priority is being addressed in the first year of implementation as evidenced by improved benefits, a revised pay scale that expanded from 10 steps to 27, connecting with historically black universities to balance employee diversity, implementation of the Alabama Teacher Mentoring Program (partnering novice teachers with master teachers in the first year of service) and hosting a Recruitment Fair where applicants experience Hoover rather than a recruiting representative going to a selected location. Stakeholders are seeing results from their feedback. From a presentation, the team learned of the impact of school-level stakeholder engagement and leadership in a school library renovation project where parents raised \$19,000 and are leading this endeavor. Hoover City has cultivated various community partnerships that provide real time experiences for students. These partnerships will be expanded when the Riverchase Career Connection Center (RC3) in the coming year to include Alabama General Contractors, Jefferson State Community College, and the Hoover Education Foundation. The team heard of an impactful outcome from two safety forums the superintendent held for parents, community members and students in 2018. Based on feedback from the forums, system collaborative discussions led to inviting a firm in to assess the need and options for immediate security. Following that visit, the maintenance department collaborated with other departments and discovered that there was an internal skill set that could create a one button lockdown app. The app allows the administrators to lock the outside doors, call 911 and activate the blue strobing lights and siren with the click of one button. The system provided a video for the team to observe how this occurs. As stated earlier in this report, "We have the opportunity to ask, they listen, we see results" is inherent to strong, sustainable stakeholder engagement. As the system explores opportunities for students to engage in a deeper level of creativity, innovation, and problem-solving, stakeholder engagement and partnerships

could be an essential partner in the realization of those student experiences.

A culture of high expectations defines the foundation for the system. From an academic perspective, Curriculum and Instruction (C&I) is based on a framework of Play, Passion and Purpose (Wagner Research 2012). At the elementary level, C&I can be observed as guided exploration and play. C&I at the middle school level is based on areas of interest that motivate children to learn and the high school level C&I is based on the identification of the individual's purpose and setting goals for life beyond high school (college and career). Student experiences range from elementary outdoor labs to STEAM labs, Makerspace experiences, Advanced Placement (AP) classes and dual enrollment classes in addition to four academies and the RC3 offerings. The team examined program offerings in the four academies of engineering, business and entrepreneurship, health science, law, family and consumer science and the work-based learning co-op. The system offers 20 AP classes with 2112 students taking the final AP exam for those courses and 1375 students earning a qualifying score of three with a 65 percent pass rate in 2018. In the International Baccalaureate Program serving 310 students, 71 percent of those participants earned an IP Diploma in 2018 and 97 percent earned a passing score. The system also has a 92 percent graduation rate and an 84 percent college and career ready rating. Instructional support is available in six schools through Title 1 Targeted Assistance. Extensive instructional support is provided for students with disabilities and gifted students. The system received a 100 percent compliant rating on special education services. These exemplary accomplishments are the results of leadership, data meetings at school and district levels where growth and progress are measured and monitored, cross-collaboration, administrative walk-throughs, professional learning community accountability, mentoring and coaching, transparency, and a non-negotiable commitment to student-centered excellence. The technology department has had an important role in the integration of technology as an instructional support via a technology staff of 22 including technology integration coaches. Data from the technology department delineates their impact on high expectations and excellence in academics with the following daily statistics: 15,000,000 internet searches, 250,000 emails, 120,000 internet blocks, and 4300 hours spent creating Google docs.

A worthy example that captures the system's level of dedication to high expectations was shared with the team. Five years ago, math achievement scores had fallen to the bottom 50th percentile and systematic steps were initiated to have a complete turnaround. There was a re-organization of the math department and a decision was made to adopt the Vermont Ongoing Assessment Project (OGAP). Training was provided for all teachers to bring clarity and understanding to teach math skills with confidence. Math scores moved to the top in percentile. Analyzing data revealed a need for all new teachers to go through training to sustain the desired outcomes.

The system's culture of high expectations extends beyond academics and is embedded throughout the system. A director of equity, diversity and educational initiatives was hired to support work in achieving unitary status by non-discriminating practices are closely measured, monitored, analyzed and adjusted in class offerings and extra-curricular events. Safety is of paramount importance in Hoover and was a priority from the Strategic Planning Survey. In addition to the one button app that was designed for administrators to enable immediate lockdown, the City Council provided funding support for the hiring of 15 full-time School Resource Officers, nine reserves, and two sergeants, earning the system recognition among Safest School Districts in Alabama in 2018.

The evidentiary work of the team yielded an area for improvement in the learning culture around student experiences in creativity, innovation and collaborative problem-solving. While this area of learning is certainly promoted and desired by the system, there is opportunity to increase and expand the opportunities for all students. Teacher inventory results informed an opportunity for growth in the response to "My lessons include opportunities for students to express individual creativity." Elementary and middle school climate and culture survey responses to the question of "what do I most often do in class" revealed the following responses: Listen to

the teacher – elementary students – 68 percent and middle school 66 percent. “Complete worksheets” scored 51 percent at the elementary level and 55 percent at the middle school level. Results for “complete short projects” scored elementary students –22 percent and middle school 11 percent. “Make presentations” rating for elementary was 10 percent and middle School response was 8 percent. Classroom observation ratings that correlate to this standard ranged from 1.75 to 2.89 on a four-point scale. Exploring this area of instruction can optimize existing practices and programs that can enhance creativity, innovation and problem-solving including the integration of technology. The system’s embedded protocols of collaboration, use of data, professional learning and stakeholder engagement will allow “systems thinking” to define the three targets of creativity, innovation and collaborative problem-solving, engage in discussions, participate in enriching professional learning and engage stakeholders as external resources. Personalizing the phases of learning – Play, Passion and Purpose--- may assist in the creation of projects, problem-solving, innovation and real-life experiences that are meaningful.

Culminating thoughts of excellence center around the power of the system’s understanding and implementation of “systems thinking” as clearly observed in the strategic plan and the daily operating practices across the entire system. There is a firm mindset that all parts make the whole based on the system’s inter-dependence mindset. System effectiveness hinges on specific non-negotiables of collaboration, stakeholder engagement, communication, transparency, a culture of high expectations, safety, academic growth, career readiness, professional growth, and others - focused on the system’s dedication to character development and learning for life. Extraordinary, visionary leadership, a student-centered, data-informed board, and caring, committed educators and stakeholders create a foundation for a highly successful, sustainable system of excellence. Hoover City Schools is a remarkable place to be!

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>Ms. Mary Anne Hipp, Lead Evaluator</p>	<p>Mary Anne Hipp has dedicated the past 52 years to the education of young children, having served as a kindergarten and elementary classroom teacher and administrator in public and private schools across America. Her passion for excellence and continuous improvement has been the driving force of her service as an AdvancED system lead evaluator for the past nine years, serving public school systems, Catholic Dioceses, Education Service Agencies, and Department of Defense (DoDEA) systems in Europe. She holds degrees and certifications in music education, kindergarten, and elementary education as well as a master’s degree + 30 hours in educational administration. Currently, she is serving as an AdvancED mentor.</p>
<p>Dr. Jean Lollar, Associate Lead Evaluator</p>	<p>Dr. Jean Lollar is a retired assistant superintendent of the Jasper City School System in Jasper, Alabama. In that position, she coordinated the implementation process of all programs for three elementary schools, one middle school and one high school in the district. Dr. Lollar holds a Doctor of Education from a joint program of University of Alabama at Birmingham and the University of Alabama. She also has her Education Specialist., Master of Art, and Bachelor of Art degrees in elementary education from University of Alabama at Birmingham. Dr. Lollar has 43 years of experience as a teacher and/or administrator in K-12 education. She has served on AdvancED engagement reviews for over 30 years and directed the system’s AdvancED accreditation process for the Jasper City School System. Dr. Lollar has presented in numerous sites throughout the United States as an advocate for education.</p>
<p>Dr. Jeff Goodwin, Team Member</p>	<p>Dr. Jeff Goodwin has served as the superintendent of the Oxford City School District since 2005. Prior to serving as superintendent of Oxford, he was employed in the Talladega County, Alabama school system as the director of operations and maintenance overseeing construction, purchasing, bidding, facilities and system infrastructure. During his career he has worked as a science teacher, coach, assistant principal and high school principal. He holds a doctorate from the University of Alabama (2000).</p>

Team Member Name	Brief Biography
<p>Dr. David Scott, Team Member</p>	<p>David Scott is the curriculum and instruction director for the Tuscaloosa County Schools in Tuscaloosa, Alabama. In that position, he coordinates the curriculum implementation process and the professional development activities for 18 elementary schools, eight middle schools and six high schools. Dr. Scott holds a Doctor of Education in instructional leadership from the University of Alabama. He also has his Master of Arts in teaching and Bachelor of Science degrees from the University of West Alabama. Dr. Scott has experience as a teacher and administrator in K-12 education as a secondary teacher, secondary assistant principal, and elementary principal.</p>
<p>Mrs. Marilyn Barnwell, Team Member</p>	<p>Marilyn Barnwell holds a Bachelor of Arts in history/economics and a Master of Education in educational leadership from the University of North Florida. Prior to joining the Alfred I. duPont Middle School, Principal Barnwell taught history at Landon Middle School and served as assistant principal of curriculum at Mandarin Middle School. She has consulted for the Ritz Theatre and LaVilla Museum and co-authored its "Resource Guide for Educators". She also co-authored the "Along This Way" curriculum for elementary students based on the life and times of James Weldon Johnson</p>
<p>Ms. Jeaneen Tucker, Team Member</p>	<p>Jeaneen Tucker is the principal of Round Top Elementary (RTE), Richland District Two, Columbia, South Carolina. Ms. Tucker opened RTE in 2003 and under her leadership the school has achieved many awards at the state, national and international level. She has experience as a special education teacher, school counselor, and administrator during her 38-year career. Ms. Tucker earned her undergraduate degree from Jacksonville State University and her post graduate degrees from the University of South Carolina.</p>

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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.

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