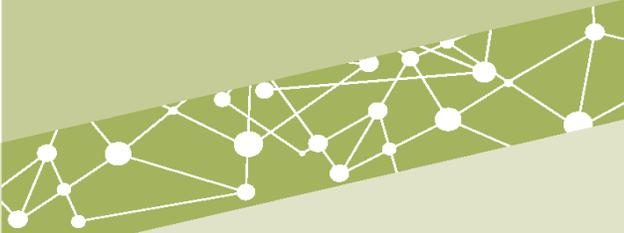


April 1 – April 3, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
York 03 (Rock Hill)
414 E. Black Street
Rock Hill, SC 29730-5342

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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 school—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 early learning program’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 young children’s learning, growth and development, and the school’s organizational effectiveness. 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 school quality. Using the Standards, the review team provides valuable feedback to schools that helps to focus and guide each school’s improvement journey. Valuable evidence and information from other stakeholders also are obtained through interviews, surveys and additional activities.

The AdvancED Engagement Review Team used the *AdvancED Standards for Quality Early Learning Schools*, Indicators and related Criteria to guide its evaluation, looking not only for adherence to standards but also for how the school functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the AdvancED Engagement Review Team arrived at a set of findings contained in this report.

Definition of Standards, Indicators and Criteria

The five *AdvancED Standards for Quality* are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness. The Indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the Indicators provide a comprehensive picture of each Standard. Each Indicator is supported by Criteria that outline how a school meets and operationalizes the Indicator. This information also leads to specific areas of strength and opportunity.

Use of Diagnostic Tools

In preparation for the Engagement Review the school conducted a self-assessment that applied the Standards and Criteria for accreditation. The school provided evidence to support its conclusions about organizational effectiveness in ensuring high quality learning environments that support the learning, growth and development of young children as well as continuous improvement in organizational effectiveness. The Engagement Review Team’s findings and critical observations are shared in this report through the description of overall themes that emerged, and the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities. All of these tools informed each Criteria rating as Met or Not Met.

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 team’s final ratings are available in the Standards Diagnostic for Early Learning Schools, as an accompanying PDF file in eProve workspace.

Commitment to Continuous Improvement

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help schools 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 school must be empowered to map out and embrace their unique improvement journey. AdvancED expects schools 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 outcomes for children’s learning, growth and development. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

| Commitment to Continuous Improvement | Rating |
|--|--------------------|
| The institution has collected sufficient and quality data to identify school improvement needs. | Emerging |
| Implications from the analysis of data have been identified and used for the development of key strategic goals. | Emerging |
| The institution demonstrates the capacity to implement their continuous improvement journey. | Meets Expectations |

Continuous Improvement Journey Narrative

York 03 (Rock Hill) Central Child Development Center (CCDC) is one of 26 schools within Rock Hills Schools (York County District Three). CCDC is identified as the sole pre-school within the district housing ten classrooms and one offsite classroom at the Applied Technology Center (ATC). In addition to CCDC, each of the thirteen elementary schools within the district include pre-school programs (mostly Title I programs).

The center functions using the Rock Hill Schools’ approved policies and procedures under the governance of the district’s board of education and direction of the district’s administration. The school operates under the leadership of one principal which embraces a high level of continuity and support for services. District leadership ensures that a wealth of data is collected and available to monitor children’s cognitive and social-emotional development and progress. District leadership, along with the principal, has set a process in place, primarily through a multi-tiered district-designed professional learning community (PLC) structure for teachers. In these PLCs they monitor children’s progress utilizing PALS, Dial-4 assessments, pre/post assessments for math, and survey data collaboratively with colleagues school-wide, as well as district-wide on a regular (weekly) basis. The principal ensures that the school improvement plan is aligned with district goals which guides the school’s purpose and direction. The team’s review of assessment documents and observation data identified a systemic assessment analysis and monitoring progress overextending periods of time as two areas for improvement. These findings align to the district’s long-term goals of implementing a formative assessment system to analyze data and to project adjustments to the instructional program at the early learning level.

Though the school only encompasses a half-day program as opposed to the full-day programs in the elementary schools throughout the district, central leadership ensures an equitable learning environment and commits to providing an abundance of resources to the school. The principal also oversees the early learning (pre-school) programs at all of the settings throughout the district, ensuring all students engage in a uniform instructional and social environment and monitors the district approved “Big Day for Pre-K” curriculum consistently while ensuring alignment to the new South Carolina Early Learning Standards.

The school improvement plan, currently in year two of the two-year plan, identifies three goals which are clear, concise, and measurable, and include well-defined strategies with a timeline for achieving each goal. Additionally, the plan identifies persons responsible for specific tasks. Interviews with the superintendent, district level staff, and the CCDC principal described how each school improvement plan aligns to the district plan and goals.

The district has provided sufficient funding implemented through a sophisticated funding formula and structure based on enrollment, programs, and specific school needs. The district further staffs CCDC in abundance and consistently with other schools throughout the district, including 100% state certified teachers, qualified teacher assistants, a registered nurse, and a behavioral management assistant. Additionally, three licensed speech language therapists, one occupational therapist, one physical therapist, and a deaf and hard of hearing teacher are also on staff. The district leadership and principal provide extensive professional development on a regular basis to support teachers and staff in their specific roles. Through interviews, teachers and staff expressed that they are supportive of the professional development and PLC efforts provided to them and find great value in them. Staff buy-in to the process gives them ownership in its success which was quite evident. As one teacher claimed, “Rock Hill Schools is where everyone wants to be.” Teachers were very clear that they felt as though they are treated equitably to the other schools within the district and love the environment and program. Another teacher stated, “If I could work anywhere in the district, I would rather be here.” Parent comments during interviews further supported the environment and academic program offered to students with parent comments such as, “Central Child Development Center is the best kept secret in Rock Hill” and, “I wouldn’t want my child to be anywhere else right now.” The only recommendation identified by a parent was the desire to have the program for a longer period of time, preferably all day.

Results from the Environmental Rating for Early Learning (erel™)

Every child should have access to a high-quality early childhood environment in which she/he has multiple opportunities to be successful. The purpose of this tool is to identify and document observable evidence of essential environmental requirements that are conducive to the health, safety, and education of young children.

Observations of classrooms or other learning environments are conducted for a minimum of 30 minutes per observation. Every member of the Engagement Review Team is required to receive training on how to conduct observations using erel™. Team members conduct multiple observations during the review process and provide ratings on 60 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 four environmental domains included in erel™.

| Total Number of erel™ Observations | 10 |
|------------------------------------|--------------|
| Environment | School Score |
| Supportive Interactions - Children | 3.27 |
| Supportive Interactions - Adults | 3.11 |
| Intentional Learning - Children | 3.38 |
| Intentional Learning - Adults | 3.13 |
| Positive Guidance - Children | 3.10 |
| Positive Guidance - Adults | 3.63 |
| Safe and Healthy - Children | 2.87 |
| Safe and Healthy - Adults | 2.70 |
| erel™ Total | 3.18 |

Number of **Requirements for Safe Environments** rated as Yes for the school: 10

Of the ten classrooms observed, six (6) housed 4-year old children in a regular class setting while the other four (4) were designed as special needs settings and include both 3- and 4-year old children. All classrooms maintained a maximum of 18 students, a certified teacher, and a minimum of one teacher assistant. Classes were well-maintained and provided a well-managed, safe, caring, and nurturing environment. Through observations, positive interactions between staff and students absolutely set the tone in classrooms and remained a theme for this school environment. Teachers utilized effective strategies when managing children and addressed potential behavior through a positive approach, therefore resulting in re-focusing children’s attention and interests. Teaching staff appeared prepared during lesson delivery and executed instruction with confidence, clarity, and with all resources and tools arranged for use.

Classes remained structured and on task within the classroom settings with varied instructional strategies. Children remained engaged and focused on the associated tasks during observations demonstrating an interest in the learning activity. Classrooms were neat, orderly, and arranged in a conducive fashion for age-appropriate learning and interaction. Team member observations identified multiple occasions where adults promoted children’s utilization of technology. Teachers consistently used positive comments and positive reinforcement strategies to continually motivate and encourage children during the learning and social development process. Activities were planned appropriately with materials that reflected children’s current interests. Leadership and teaching staff indicated during interviews that teachers review assessment data collaboratively through the school’s PLC structure and adjust instruction based on the results. However, classroom observations revealed mostly whole class instruction or small group station settings with students rotating to each station over a period of time. Observations reflected limited examples of individualized learning opportunities.

Staff modeled a warm, caring, and supportive environment and exercised social behaviors with true compassion. Teachers modeled desired social skills and encouraged students to do likewise. Adult modeling was rated as “Highly Evident” for Supportive Interactions – Adults. However, there were virtually no opportunities for teachers to interact with family members upon arrival and departure times due to the fact that many students arrive and depart by the district’s bus transportation system, while others are dropped off and picked up in the designated location.

Though the “Safe and Healthy Environment” (children and adult environments) achieved the lowest two ratings, the team observed a safe and secure atmosphere within the classrooms. Observations noted children were supervised within sight of the teacher, while furniture was free of hazards and organized to provide a safe

environment. A variety of instructional materials and activities were observed. These ratings were influenced, however, by minimal observations of handwashing of children and limited postings of procedures near sinks in the classrooms. Additionally, there were several instances where the review team observed staff members not sitting with students during snack time in order to engage with them on their level.

In general, children appeared very happy and well-adjusted in their environment. Also, during classroom observations, team members noted that students interacted respectfully with one another and the adults in the room which supported social and emotional competencies. Smooth transitions between all activities and appropriate verbal interactions between students support these competencies. Classroom observations confirmed the school’s focus on appropriate social, communication, and self-regulating behaviors. Daily schedules were clearly posted at entrances to classrooms. Parent handbooks, faculty handbooks, and teacher-designed lesson plans supported this school’s curriculum, mission, and nurturing environment. The overall climate of the classrooms was child centered and the atmosphere endorsed the initiative to provide the best care and learning opportunities in developmentally appropriate ways.

Overall, erel observations yielded a favorable average score of 3.18 from the classrooms visited. Of these results, the Positive Guidance - Adults Environment maintained the highest environment average of the eight environments with a score of 3.63 out of a 4.0 scale. Teachers exercised positive guidance strategies and positive reinforcement comments to encourage and engage students in their learning activities.

Early Learning 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 | | | |

Stakeholder Interviews

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the school's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

| Stakeholder Groups | Number |
|---------------------------|--------|
| Superintendent | 1 |
| Board Members | 3 |
| Directors (Central Level) | 22 |
| Principal | 1 |
| Teachers | 9 |
| Support Staff | 8 |

| | |
|--------------------------------|-----------|
| Students | 5 |
| Parents | 16 |
| Interns (High School Students) | 5 |
| Total | 70 |

Findings

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in children’s learning, growth and development or organizational effectiveness and are actions that exceed what is typically observed or expected in a school.

Powerful Practice Statement #1: The institution has created a quality support system that develops and maintains relationships between teachers, students, families, and outside agencies.

Evidence: Artifacts and onsite evidence confirmed that the institution has sufficient staff to provide services to embrace the whole child. The staff employs a full-time registered nurse, full-time guidance counselor, in addition to a behavior specialist. A systemic approach to assisting students with additional needs includes Response to Intervention (RtI) and the implementation of Positive Behavior Intervention and Supports (PBIS). The system has established a partnership with local health care providers to provide access to a designated licensed physician in the event of emergency situations that occur at the school. Interviews with parents, teachers, and staff all confirmed satisfaction with the support systems available to best serve all students.

Link to Criteria: 2.01.001, 4.04.001, 4.05.007

Powerful Practice Statement #2: The institution ensures top qualified teachers to provide instructional services to students.

Evidence: Interviews and onsite evidence validated that all classroom teachers are currently licensed by the state of South Carolina and have earned a bachelor’s degree or higher. Training, which includes but is not limited to building strong relationships with families, Safe and Secure Schools, inclusionary practices, PLC monthly meetings, and curriculum implementation was cited in artifacts and onsite evidence. Onsite observations validated a high level of expertise of teachers who were well prepared, well trained, and flexible to handle unexpected occurrences throughout the day.

Link to Criteria: 4.02.001

Powerful Practice Statement #3: The school models a culture that ensures positive interactions between students, teachers, parents, and administration.

Evidence: Interviews with parents confirmed that the school environment is very welcoming and inviting. Parents complimented on-going, two-way communication between school and home. Teachers were also observed interacting positively with students in the classrooms and during transitions. Interviews with teachers and parents, in addition to provided artifacts, indicated that the school leader/principal is committed to being involved with all stakeholders. Parents complimented the manner in which a relationship has been established with each

child/family by leadership. Observations and interviews provided evidence that the institution displays a positive and nurturing environment each day.

Link to Criteria: 2.03.004, 3.01.012, 3.03.033, 3.03.018, 3.06.001

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct schools to specific areas that are worthy of additional attention.

Opportunity for Improvement Statement #1: Establish and enforce (and post signage at all stations) a protocol for proper hand-washing procedures for both students and staff, as well as proper diapering protocol for applicable students (ensuring staff member is keeping a hand on child during diapering at all times).

Evidence: While artifacts revealed documented procedures for handwashing and diapering, classroom observations revealed the process is not consistently followed. During classroom visits, it was noted in several classrooms that there were no hand washing and/or diapering procedures posted at the appropriate stations. Team members also observed on a few occasions where staff members left children unsecured on diaper changing tables momentarily. Though follow-up interviews with teachers, assistant teachers, the nurse, and the principal all revealed that a process was in place and staff training had occurred, team members noted inconsistency during classroom observations.

Link to Criteria: 4.05.009, 4.05.010

Opportunity for Improvement Statement #2: Develop a process and provide material and/or equipment to ensure sandbox(es) located on play areas are covered when not in use and are cleaned on a regular basis.

Evidence: Team members observed uncovered sandbox(es) on play areas without any obvious cover available during the onsite visit. Interviews with the principal and teachers verified that sandbox play areas are not covered when not in use. Additionally, no evidence was provided to document an expectation to cover sandboxes when not in use (before or after school). During unattended times, sandboxes may attract stray animals resulting in unsanitary situations.

Link to Criteria: 4.05.048

Opportunity for Improvement Statement #3: Display children's work throughout the classroom in a manner that promotes student and peer engagement, provides an opportunity to serve as a learning tool for current learning activities, and is reflective of family and diversity.

Evidence: Artifacts indicated that displays had limited opportunities to be utilized as learning tools. Classroom observations reflected that displays throughout the learning environments had limited opportunities for students to reflect on themselves as learners or collaborators and did not culturally mirror individuals. The erel rating criteria reflected an opportunity to use displays to reflect diversity of ethnicity, language, and family composition. Conversations with various stakeholders during interviews further supported limited displays of children's work in various classroom settings.

Link to Criteria: 4.12.001

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the school to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving children’s learning, growth and development and organizational effectiveness.

Improvement Priority Statement #1: Develop and implement a comprehensive assessment system that includes an ongoing process for collecting multiple sources of trend data across standards in order to reflect and adjust curriculum based on students’ level of achievement.

Evidence: Teacher data notebooks evidenced isolated skill data that was individualized and not aligned to in-depth patterns of the learning across each standard. Data notebooks reflected minimal opportunities to identify students who had “met,” were “approaching met” or “not met” assessment measures on standards so that personalized learning groups could be established. Notes from PLC team meetings outlined minimal reflection of data. Staff interviews and classroom observations reflected that teachers identified student needs inconsistently. Limited trend data was evident that would inform practice for both individual and group curricular growth goals.

Link to Criteria: 3.06.020, 3.07.001,3.07.002, 3.07.010

Improvement Priority Statement #2: Create and utilize a formal process to ensure all program goals and requirements are data driven based on assessment results, surveys, interviews, observations, etc. to measure progress of continuous improvement goals.

Evidence: The team’s review of presented artifacts did not indicate a systematic procedure for collecting data, especially trend data. Stakeholder interviews revealed that different formats were used to collect data. Additionally, classroom observations produced limited evidence of differentiation of instruction based on student achievement, which was not consistent with the school’s identified goals.

Link to Criteria: 5.01.004, 5.01.006

Insights from the Review

The Engagement Review Team has identified key themes and findings from the review. This narrative identifies major observations that identify strengths or promising practices, as well as themes for improvement that may not be directly addressed in a finding.

The Engagement Review Team identified several themes from the review that support the continuous improvement process for York 03 (Rock Hill) Central Child Development Center (CCDC). These themes present strengths and opportunities to guide the improvement journey.

Rock Hill Schools (York County District 3) operates as a forward-thinking district maintaining a thirst for continual improvement. Staff and parents appear very supportive of the district leadership and school's principal with complete trust that the children and staff are in a safe and academically challenging environment. Throughout superintendent, board member, district leadership and principal interviews, the underlying theme quickly became that there is great pride district-wide, and leaders and staff are constantly striving to move to the next level. Their innovative focus continually strengthens this school as well as the district as a whole. The staff's enthusiasm to continually improve their quality of care and learning experiences for children, as well as for themselves, was evident through their involvement in the engagement review process, specifically as discussed through teacher interviews. Communication efforts appeared strong and well received by parents, as noted during parent interviews, yielding a feeling of the staff and leadership as being easily accessible.

Within the ten classrooms visited, it was quite evident that the staff places the well-being of children as a priority and also takes great care in modeling and recognizing positive behaviors and interactions. By strengthening its training programs to better prepare teachers with the collection, analysis, and utilization of data, the school will continue to thrive through its improvement journey. While the superintendent has identified the greatest challenges as the district having such a diverse student population and ensuring equitable programs for all, teachers and parents additionally stated during interviews that they felt the school's greatest needs were to expand the part-day program into a full-day and to provide additional resource teachers for special education services. Staff further shared a desire to strengthen parental involvement in their child's learning and felt that this could be an area for growth.

Another theme which emerged during this visit was the creative, yet sincere efforts of the principal, teachers, and staff to communicate with parents on a daily basis pertaining to their children's cognitive and developmental progress. The principal and teachers make a concentrated effort to keep parents informed regarding their children's progress. Parents and teachers both identified multiple ways communication efforts were relayed (text messages, "Remind" app, email communication, phone calls, personalized report cards, pictures, communication folders, etc.) and the many opportunities for parents to be involved in school activities. Observations identified criteria related to greeting children and family members warmly at arrival and departure times and using those times to communicate and receive information about the children as two of the lower scoring criteria. Due to the transportation needs of the children, opportunities for teachers and parents to communicate at arrival and departure times is minimal, at best.

A priority identified by the school in the self-assessment and through teacher interviews is for the staff to continue to strengthen their capacity to implement the "Big Day for Pre-K" curriculum (new this year) in order to best serve children. Another area that the school has identified as a growth initiative (through the self-assessment and interviews) is the implementation of a school library. Ultimately, with the above goals successfully implemented,

the school will be well poised to have additional parents seek to enroll their children thus achieving the school and district's overarching goal to exceed the state target of 48.88% of students age 3-5 attending regular education programs in this district. Continued professional development to equip teachers and support staff with strengthened capacity ensure curriculum alignment to state standards, and the successful implementation will further identify the school's early learning program as a model for others to follow. Additional training opportunities to review and analyze assessment data to inform instruction, both individually and collectively by group, will also support this initiative.

Operational effectiveness is an area of strength. The School Improvement Plan clearly aligns to the identified goals above with clear strategies, measurability, and responsible person identified. The parents, staff, and administrator spoke with pride regarding the programs and practices available at CCDC. The district and the school strategically develop goals annually and ensure they align with the school and district missions, as well as address the current needs of children and the school as a whole. The school maintains a safe, secure, and clean environment for children to learn and grow. All doors (exterior and interior) remain locked with parents and/or visitors only entering the front doors and participating in "sign-in procedures." Hallways and classrooms were clean, neat, and organized. The team observed staff members performing their routines professionally and in a nurturing fashion to children, without exception. As one parent stated, "They look out for my child and know him by name, even the principal." The overall atmosphere may be best characterized from parents when asked for an adjective that best describes this school: welcoming, compelling, encouraging, engaging, useful, everyone, warmth, resourceful, happy, growth educational, family, everything, enjoyable, awesome, community, extraordinary, great-place, and family.

The entire Central Child Development Center's staff shows commitment to the continuous improvement journey and genuine desire to expand their quality of service to children. The positive environment of this school is clearly recognized by parents and also immediately evident upon entry into the building. The school's overall rating of 97.09% of all 378 criteria is a true representation of the powerful service provided to children and is clearly recognized and appreciated by parents. Students who exit the doors of York 03 (Rock Hill) Central Child Development Center are clearly equipped to meet and exceed at the next level.

Accreditation Recommendation

To recommend accreditation, the Engagement Review Team must confirm the following for the early learning school:

- All nine Required Criteria were rated as Met
- A minimum of 80 percent of the total Criteria were rated as Met (76 or fewer Criteria were rated as Not Met)
- A minimum of 80 percent of the Criteria specific to the age groups of Infants, Toddlers and Kindergarten were rated as Met

Were all Required Criteria rated as Met?

Yes No

Criteria Met 367/378 = 97.09%

Infant Criteria Met ____ /36 = ____% X N/A (*school does not serve Infants*)
Toddler Criteria Met ____ /19 = ____% X N/A (*school does not serve Toddlers*)
Kindergarten Criteria Met ____ /10 = ____% X N/A (*school does not provide Grade K*)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term.

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 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 |
|---|--|
| Charles L. Clare, Lead Evaluator | Charles Clare has served as a lead evaluator and team member for systems reviews, school level reviews, and early learning reviews throughout Virginia and beyond state lines since 2011. Previously, he served as an educational contractor for the Office of School Improvement with the Virginia Department of Education prior to serving as the associate director for AdvancED in the Virginia office. He began his career in public education as a mathematics teacher for six years at the middle school level before moving to the high school level in Hanover County, Virginia. After fifteen years in the classroom, he then held administrative positions as assistant principal, high school principal, and assistant superintendent in neighboring King William County. He then served as superintendent of a small rural public-school division also in the Richmond area of Virginia until his retirement in 2013. Mr. Clare completed doctoral coursework in educational leadership and policy studies at Virginia Tech, earned his master’s degree in administration and supervision from Virginia Commonwealth University, and his bachelor’s degree in education from The University of North Carolina at Charlotte. |
| Dr. Jo Lane Hall | Dr. Jo Lane Hall recently retired, after serving 21 years as principal of two award winning magnet schools and 34 years in education. Dr. Hall was an early childhood master teacher at the South Carolina State Department of Education. She has consulted for 25 years throughout the US and Canada. Dr. Hall is currently a professional development associate for MasteryConnect, and private consultant. She earned a M.Ed. in elementary education from Francis Marion University, Educational Specialist degree in educational administration and a Ph.D. in elementary education from the University of South Carolina. |
| Shirnetha Stinson | Shirnetha Stinson began her career as a fourth-grade teacher after graduating from Winthrop University. She has also served as an instructional facilitator, assistant principal, and principal. She has a bachelor’s degree in elementary education, a master’s degree in Remediation: Working with At-Risk Children, a master’s degree in educational leadership, and an Educational Specialist degree in educational leadership. In addition, she has received National Board Certification as a Middle Childhood Generalist. Ms. Stinson has been a featured practitioner with Learning Forward: The Professional Learning Association and a recipient of the Shirley Hord Award as she facilitated a team of teachers through the Professional Teaching and Learning Cycle. She currently serves as the Preschool Programs director for Lancaster County School District, where she is the director of Lancaster County Head Start and Early Head Start programs. She also collaborates with district instructional staff to support the 4K programs in the elementary schools. |

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the school in efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve young children's learning, growth and development and the school's organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the school in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the school is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the school's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the Improvement Journey.



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About AdvancED

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

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