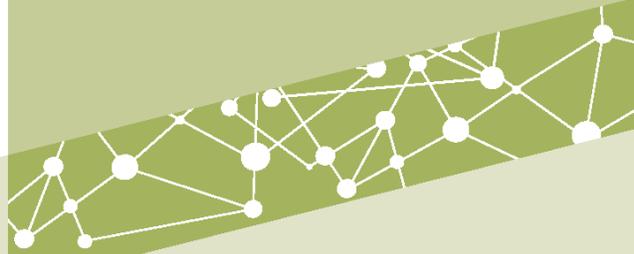**February 26-28, 2018**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» **Results for:**

Lakeview High School 15645 AER
3744 83rd Street
Columbus, Nebraska 68601

Table of Contents

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 that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

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 institution'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
Board of Education	0
School Administrators	4
Certified Teaching Staff	14
Classified Staff	2
Parents	12
Students	18
Community Members	2
Total	52

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

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

AdvancED Continuous Improvement System

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. 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.	Meets Expectations
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.	Emerging

Continuous Improvement Journey Narrative

During the first evening of the review, Lakeview Community School's Steering Committee met with the External Review Team to share their accreditation journey. Lakeview High School's principal first gave an overview of their process and continuous improvement efforts. This presentation was followed by a Steering Committee presentation focusing on the five AdvancED standards for school accreditation. Although only the high school is AdvancED accredited, the Steering Committee was comprised of teachers and administration from all K-12 areas. Various members of the steering committee took turns speaking and presenting their journey. Evidence was presented revolving around each standard, steps taken, future actions, and artifacts given. Evidence listed in the presentation was accessible through the eProve workspace as well as housed on their school website. Lakeview School presented many forms of data and evidence from many stakeholder groups.

Although reading comprehension was identified as the school's improvement goal, evidence documenting strategies, activities, and data analysis revolving around reading comprehension was lacking. Action plans revolved around the Improvement Priority and Opportunities for Improvement from their last external review. The school clearly worked on gathering data and making improvements based on past action statements. The school worked on revisiting and affirming their mission, developing a balanced assessment system through the use of common assessments, aligning resources to meet the needs of a changing student population, and engaging stakeholders in their improvement efforts. Although these improvements were well documented, very few evidence pieces were given in relation to their academic goal of reading comprehension.

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**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations

(Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

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 learners.	**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.	**Needs Improvement**
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	**Emerging**
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	**Emerging**
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	**Meets 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.	**Meets Expectations**

Learning Capacity Domain

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

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Emerging

Learning Capacity Standards		Rating
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 institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Emerging
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Meets Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging

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 that 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.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
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.	Emerging
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.	Emerging

Resource Capacity Standards		Rating
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.	Emerging
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.	Meets Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

The 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. 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. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	**21**
Environments	**Rating**
Equitable Learning Environment	2.77
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.67
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.67
Learners are treated in a fair, clear and consistent manner	3.62
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	2.14
High Expectations Environment	2.50
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.57
Learners engage in activities and learning that are challenging but attainable	2.81
Learners demonstrate and/or are able to describe high quality work	2.00
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.52
Learners take responsibility for and are self-directed in their learning	2.62
Supportive Learning Environment	3.12
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.05
Learners take risks in learning (without fear of negative feedback)	2.81
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.33
Learners demonstrate a congenial and supportive relationship with their teacher	3.29
Active Learning Environment	2.67
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.76

eleot® Observations	
Total Number of eleot® Observations	**21**
Environments	**Rating**
Learners make connections from content to real-life experiences	2.29
Learners are actively engaged in the learning activities	3.29
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.33
Progress Monitoring and Feedback Environment	2.50
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.05
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.14
Learners demonstrate and/or verbalize understanding of the lesson/content	3.00
Learners understand and/or are able to explain how their work is assessed	1.81
Well-Managed Learning Environment	3.11
Learners speak and interact respectfully with teacher(s) and each other	3.14
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.29
Learners transition smoothly and efficiently from one activity to another	2.86
Learners use class time purposefully with minimal wasted time or disruptions	3.14
Digital Learning Environment	1.52
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.57
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.90
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.10

eleot® Narrative

Upon arrival at the school the Engagement Review Team divided up the high school schedule to ensure as many teacher's classrooms would be observed as possible. A total of 21 eleot observations were conducted during the review. Upon review and discussions following the observations, it was noted having a Supportive Learning Environment was a strength scoring 3.12. Students and teachers clearly supported each other and felt comfortable in their classrooms. Teachers received questions and comments from students and provided appropriate feedback as needed.

Another related strength was in the area of Well-Managed Learning Environment scoring a 3.11. Students and teachers respected each other and demonstrated a clear respect for the school rules and expectations. When asked to transition to a new or different activity within the classroom, students did so without hesitation. It was obvious students knew routines and were able to respond quickly and appropriately.

The Digital Learning Environment scored the lowest of the areas rated with a 1.52. Although teachers were seen using projection systems, technology was rarely seen in the hands of the students. Examples of technology used by students in the classroom include tablets (for assessment and research purposes), scientific calculators, and cell phones. The school noted they were in the process of purchasing additional devices to help ensure more student access to technology in the future.

Although, the Equitable Learning Environment scored fairly high, the indicator of differentiated instruction scored very low with a 1.67. Students were rarely seen receiving individualized instruction. The majority of the classrooms were seen working with whole group teacher-led instruction. Students were receiving equitable instruction, but

not necessarily individualized or differentiated.

Findings

The chart below provides an overview of the institution ratings across the three Domains.

■ Needs
   Improvement
□ Emerging

■ Meets
   Expectations
■ Exceeds
   Expectations
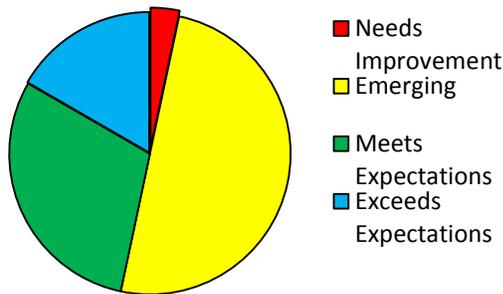
Rating	Number of Standards
Needs Improvement	1
Emerging	15
Meets Expectations	9
Exceeds Expectations	5

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1
A comprehensive mission revision process was used and documented involving a variety of stakeholder groups.
Primary Standard: 1.2
Evidence:
Lakeview High School provided clear documentation of their mission revision process including building signage, the mission revision plan, and interview feedback from multiple stakeholder groups. Survey data was collected, analyzed, and utilized to create their mission and vision statements. Stakeholders not only helped revise the mission, but continually support it through common practices. "Viking Way" postcards are sent to parents notifying them when students show exemplary actions tied to their mission. Students receive recognition in classrooms and at school events to honor their academics, mindset, and character. This process was also highlighted during the school's improvement journey presentation

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Powerful Practice #2
The school culture is family oriented and a positive, welcoming environment for all stakeholders.

Primary Standard: 2.3

Evidence:
Stakeholder interviews and surveys clearly support the family feel of Lakeview Community Schools. Students choosing to enroll in Lakeview from neighboring districts mentioned how much more welcome and supported they feel at Lakeview. During interviews, one teacher, when referring to staff and students, was noted saying "I love my village! I couldn't do it without them." Parents agreed by noting "The students are well adjusted here. The teachers truly worry and care about our kids and their well-being." Students feel successful and supported by all staff. They want to succeed because they know they have a large number of stakeholders cheering for them. This family oriented culture is also documented in the mission review process and the Viking Way cards.

Powerful Practice #3
Collaboration time is valued and utilized to ensure staff work as a cohesive unit.

Primary Standard: 1.7

Evidence:
Students are release from school twice a month on Wednesdays to allow staff to participate in collaboration time. Staff utilizes this time to work within and across departments to discuss student achievement and teaching strategies. Staff also share-out at Friday morning staff meetings during their '15 in 15' time where departments share with each other what is going on in their rooms. Communication within and between departments is very evident. The evidence supporting this action was documented in the improvement journey presentation, stakeholder interviews, review of the collaborative planning documents, and the '15 in 15' procedures.

Opportunities for Improvement

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

Opportunity for Improvement #1
Utilize data to individualize and differentiate instruction.

Primary Standard: 2.7

Evidence:
Although data is collected, it was not used to its full potential. During classroom eleot observations differentiated or individualized activities were not seen. When progress monitoring or formative assessments are given, data must be constantly and consistently reviewed to adjust instruction. During interviews, a few staff mentioned using data to adjust for the whole, but not the individual. Using data and planning for differentiated lessons will improve student performance at all levels. Review of the district profile, assessment process, and collaboration meeting notes support this action.

Opportunity for Improvement #2
Expand the long range strategic planning process to include budgeting as well as resource management and stakeholder input.

Primary Standard: 3.7

Evidence:
Lakeview schools have a plan in place for budgetary needs in many areas of operation. Expanding this plan with a strategic planning process, including many stakeholder groups, would be a beneficial next step. Discussions and documentation of future planning would provide a framework for the future. Administrative interviews, board agendas and minutes, strategic planning spreadsheet, and stakeholder interviews support this action.

Opportunity for Improvement #3
Develop and implement a comprehensive technology integration plan that includes staff training, evaluation of the current infrastructure, and a plan for hardware purchases.

Primary Standard: 3.5

Evidence:
Lakeview Community schools is in the process of purchasing more Chromebooks and hardware for the school. A necessary next step would be providing support for staff and students in the use of technology. Integrating technology into instruction takes planning and research-based strategies. In interviews, students also mentioned wireless service being intermittent. Evaluating the school's infrastructure would allow for expansion and assurance that all new devices can be supported within the school. The eleot observations along with the review of the current technology plan, board minutes and agendas, and strategic plans support this action.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1
Develop, document, and implement a data driven comprehensive action plan, including strategies, activities, resources, and supports, tied to the school's academic improvement goal.

Primary Standard: 1.3

Evidence:
Although the school identified their school improvement goal as improving reading comprehension across the curriculum, little documentation or evidence was found. No documented action plan in this area existed. A comprehensive, documented action plan should be in place to guide stakeholders with improvement in this area. Defined strategies and activities with roles for each staff member would help guide and narrow the focus. When interviewed, most staff mentioned they had a 'go to' strategy of having the students read aloud, but no documentation of research behind this was available. Data surrounding this goal was lacking as well. Assessment data showed the need to improve reading, but no progress monitoring data, process data, nor program data was provided. The review of the action plan identified that the plan did not have ties to the goal. The eleot observations, board policy review, lesson plans, and curriculum documentation support this action.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

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

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. 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.

Institution IEQ	301.73

Conclusion **Narrative**

Lakeview High School is clearly a small school providing big school opportunities. Lakeview offers its students many activities such as FFA, sports including soccer, STEM programs, speech/drama, robotics, hydroponics gardening, and has the largest FBLA group in the state.

Much of Lakeview's opportunities and success should be attributed to its leadership. Interviews with stakeholders mentioned administration as being 'a breath of fresh air' as well as 'innovative.' Administration is both approachable and collaborative. Students, staff, and parents agree they feel welcomed by administration and are able to access them when needed.

This openness by administration attributes to the family feel of Lakeview. The school is small enough everyone feels they know everyone. Students mentioned the teachers teach them well, because they know us well. Parents feel the staff truly cares about their children's well-being and are safe at Lakeview. When visiting Lakeview, one is greeted not only by staff, but with courteous well-adjusted students.

The team noted that many of the stakeholders live and feel ownership of the Lakeview Mission as they were involved in the mission revision process. All stakeholder groups interviewed knew the school's mission and were able to articulate it well. Staff at Lakeview send postcards to parents of students exhibiting strengths in academics, mindset, and/or character. This reinforces appropriate actions and behaviors within the student body. Teachers also recognize each other at staff meetings when they feel a colleague exemplifies their mission.

Lakeview High School shows a great deal of support for the continuous improvement process as well. The school's Steering Committee guides them through the process and hosts regularly scheduled meetings. The steering committee also directed staff in implementing work in the areas of improvement identified during the external review held five years ago.

The administration and staff clearly want to do what is best for students and strive to make improvements.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their 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 their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

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 Improvement Priorities 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 your Improvement Journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Amy Trauernicht	Amy has worked in Nebraska public school systems for 23 years. She is currently a Professional Development Specialist serving 21 districts. Amy guides these districts through data analysis, assessment literacy, accreditation processes, and accountability systems. Throughout her career, she taught in the elementary general education classroom, taught Title I math and middle school keyboarding/computer classes, and served in an administrative capacity as district Assessment/Curriculum Director. Amy has a BA in Elementary Education, a MA in Educational Technology, and a Specialist Degree in PK-12 Assessment Leadership. She has also been trained to be an AdvancED Lead Evaluator, Team member, and is *eleot* certified. Amy has served on numerous teams as well as chairing her own district school improvement process. She has provided readiness visits, chaired, and co-chaired many external teams as well in both the AdvancED and Nebraska State Accreditation (Frameworks) Process.
George Toman	George is a school psychologist for Lincoln Public Schools in Lincoln, NE. In this position, he is primarily responsible to provide comprehensive psychological services for the schools he serves, including psychoeducational evaluations, consultation/collaboration, and mental health support. He is also a team member on one of the district crisis teams. George earned his Education Specialist degree in School Psychology and Master of Science in School Psychology from Fort Hays State University in Hays, KS. He earned a Bachelor of Arts Degree in Psychology and Behavioral Science from Concordia University, Nebraska.

Team Member Name	Brief Biography
Ruth Walker	Ruth is a retired Library Teacher for Mitchell Public Schools, Mitchell, Nebraska. In that position, she maintained the Mitchell Elementary School and Mitchell Junior/Senior High School libraries as well as helping with the ELL program and Title I Math program at the Junior High School. Ruth Walker holds a Master of Education degree with a focus on Library Science. She also has a BS in Elementary Education. Before becoming a librarian, she had experience as an elementary teacher. She has served on one AdvancED Engagement Review.

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

9115 Westside Parkway, Alpharetta, GA 30009

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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.