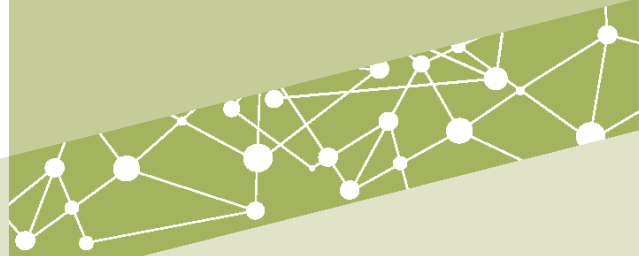**January 27 – 30, 2019**

AdvancED®
Engagement
Review Report

AdvancED®

AdvancED® Performance Accreditation

» **Results for:**
Vestavia Hills City Schools
1204 Montgomery Highway
Vestavia Hills, Alabama 35216

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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.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Meets Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Meets Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Meets 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.	Meets 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.	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 system.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	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.	Emerging
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.	Emerging

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
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.	Emerging
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The system 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 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.	Emerging
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.	Meets Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets 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.	Meets 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	**54**	
Environments	**Rating**	**AIN**
Equitable Learning Environment	2.90	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.83	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.35	3.74
Learners are treated in a fair, clear and consistent manner	3.44	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	1.96	2.06
High Expectations Environment	3.08	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.09	3.17
Learners engage in activities and learning that are challenging but attainable	3.15	3.14
Learners demonstrate and/or are able to describe high quality work	3.00	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)	2.94	3.06
Learners take responsibility for and are self-directed in their learning	3.20	2.89
Supportive Learning Environment	3.36	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.35	3.66

eleot® Observations		
Total Number of eleot® Observations	**54**	
Environments	**Rating**	**AIN**
Learners take risks in learning (without fear of negative feedback)	3.28	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.33	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.48	3.66
Active Learning Environment	**2.92**	**3.08**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.02	3.34
Learners make connections from content to real-life experiences	2.44	2.80
Learners are actively engaged in the learning activities	3.30	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.91	2.74
Progress Monitoring and Feedback Environment	**3.11**	**3.14**
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	3.04	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.20	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.22	3.37
Learners understand and/or are able to explain how their work is assessed	2.98	2.63
Well-Managed Learning Environment	**3.43**	**3.58**
Learners speak and interact respectfully with teacher(s) and each other	3.57	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.54	3.83
Learners transition smoothly and efficiently from one activity to another	3.11	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.50	3.54
Digital Learning Environment	**1.83**	**1.50**
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.98	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.76	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.76	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.

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	
Improve Opportunities for Improvement	Standards - 2.4, 2.9, 2.12, 3.2, 3.5
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, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11 Standards - 3.1, 3.3, 3.4, 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	329.84	AIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

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

The Vestavia Hills City School System is a progressive school district that is deeply immersed in the continuous improvement process. Several themes emerged as the Engagement Review Team conducted stakeholder interviews, observed classrooms and reviewed documentation.

The system has embraced a five-year strategic plan that sets the tone for operations throughout the district. Multiple stakeholders were involved in its development. Multiple individuals from a variety of stakeholder groups spoke of the strategic plan and how it impacts decision-making at all levels. Distinguishing objectives in the stated mission of the district include a safe and nurturing environment, the courage to be creative, unparalleled community support, appreciation of diversity, and multiple paths to a bold future. Principals enjoy the autonomy to operate as their respective institutions require, tied to the tenets of the strategic plan. The seven strategies of the plan are clearly student-centered. Classroom observations and interviews with teachers and students indicate there are opportunities for creativity. Teachers and principals indicate they have autonomy to address individual needs at the school and classroom level.

The system lacks processes to identify and support specialized needs of learners. The superintendent indicated the system is struggling to provide adequate services for gifted and talented students and for students who may be interested in pursuing career and technology programs. There has been little analysis and action to ensure alignment of curriculum in these areas. The careful review of career and technology options and curricula, with adequate input from the external stakeholders, could be beneficial for those students ready to enter the workforce after graduation or for those desiring to take pre-college coursework to determine interest.

No process exists to formally evaluate programs and services. Although state report cards indicate that students are high performing and schools have exceeded expectations according to state standards, no evidence was provided and interviews with school and district staff confirmed that there is no process by which curriculum initiatives and other services are monitored for effectiveness. The system could work with its existing supports to develop a process to assess its programs to consistently improve learning for all students. The benefits of implementing a system-wide monitoring process could help determine curricula effectiveness at all levels, ensure that all students' needs are adequately served, and keep programs and services relevant for the varying student populations.

The system lacks a comprehensive professional learning plan based on best practices and analyses of data aligned

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to system goals. Teachers indicated they were free to determine their professional development based on their own needs. There was little evidence to support that data from classroom observations were used to determine specific needs for staff development for teachers. Based on classroom observations, a focus on professional development targeted to increasing skills in instructional strategies for differentiated and rigorous learning opportunities, use of technology, and assessment could be helpful. For example, while each classroom had adequate technology resources, student engagement was lacking. One board member expressed concern that ability and achievement in the use of technology is a need for students to be able to function in this technology-rich society. Increased teacher training to assist learners to use digital tools to conduct research, solve problems, use information for learning or to work collaboratively in the teaching-learning process could enhance student engagement in both content and technology and increase student achievement.

The system has no formal structures in place to ensure positive learner-adult relationships. While students feel that teachers support and push them to do their best, there are no specific checks in place to monitor success for every student. Especially in large schools and systems, concrete processes could ensure that no child is left to fall through the cracks. A formalized system at each grade level at each school could increase the likelihood of each child having someone to ensure their support.

Internal and external communication is highly valued throughout the system. Evident throughout the team's visit was the strength of communications among and between the system's staff and stakeholders. Several community partners labeled the communication as "transparent." Parents spoke of the town hall meetings, phone calls, notes and school building marquees that provided information about what was occurring in the schools. The public was especially appreciative of the monthly updates that are provided by the superintendent and liked that he is approachable and accessible. The Chalkable – INow portal is easily accessed by parents. Teachers indicated that their input is solicited frequently through surveys, and that their input is valued. Frequent communication helps support the positive relationships the system possesses.

The system provides ample allocation of resources. The construction plan and capital improvements addressing the structure of school, e.g., the 9th Grade Academy and the reconfiguration of elementary grades, the foundation's provision of $100 in grants to teachers, and the local allocation of $115 per student additional funding are some examples of commendable planning and access. Teachers indicated that resources are allocated fairly and that they usually receive what they have requested as long as their requests have linkages to the strategic plan. Beyond the funding provided to the system, the students at each school have a system in place to give back to their respective communities.

System stakeholders embrace a culture of high achievement and have pride and ownership in their schools. Rallies are held to recognize achievement at each school and students are recognized at board meetings for achievements. Business and community representatives stated that the school system is the greatest asset of the city. Principals said that their greatest challenge is to not become complacent. Board members referred to the move from good to great. When asked to provide words about their school system, stakeholders used the following descriptors: outstanding, transformative, high performing, student-centered, flexible, visionary, family atmosphere, and culture of excellence. Admirable community support exists through the active parent teacher organization, the Vestavia Hills City Schools Foundation and the Partners in Education.

There are many institutionalized, high quality programs and initiatives in the system, as evidenced by several of the themes and standards at the impact level of the i3 rubric. The themes also present opportunities for continued growth that could positively impact student achievement and system progress.

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 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
Mrs. Carmen Pough Banks, Lead Evaluator	Carmen Pough Banks is an educator who has taught on the secondary and post-secondary levels and is now retired from the South Carolina Department of Education. Mrs. Banks has a master's degree in education and strong curriculum development experience and is noted for her successful work with adult learners. As a career educator and seasoned presenter, she provides staff development and coaching for selected schools in the areas of leadership and governance, curriculum and instruction, and federal and state legislation. She has been an accreditation specialist for AdvancED for 10 years, serving as a team member and a lead evaluator and is also as an early learning lead evaluator.
Mrs. Courtney Monnette	Mrs. Monnette received a Bachelor of Arts in education from St. Norbert College. During her teaching in Wisconsin, she completed an adaptive education certificate. She received her master's degree in education from the University of New England. She is certified in adaptive education and TESOL. She has taught multi grade units, special education and served as a homebound instruction leader. She has served a variety of roles in the Sylacauga City Schools, including interim career technology coordinator, instructional partner, RTI coordinator, and virtual school administrator. She worked as the 504/RTI Coordinator, testing administrator and professional development leader for the Eufaula City Schools and organized the Alabama Virtual Academy Program there. Most recently, she serves the Alabama Community College System as an adult education specialist working with the 24 community colleges in the state with workforce training.

Team Member Name	Brief Biography
Dr. Janet Haas	Dr. Janet Haas has been involved in education for the past 48 years, 43.5 years with the Livonia Public Schools, Michigan. She has taught junior high and high school mathematics, special education and career technical education. She was the assistant principal at Stevenson High School and the principal/CTE Director at the Livonia Career Technical Center/Livonia Public Schools for 25 years. She received her doctorate from Wayne State University (Detroit) in administration and leadership. She has been an adjunct faculty member at Wayne State University since 2000 in the College of Education. Dr. Haas has presented at local, state, and national conferences in the areas of career technical education, integration of academics, and teacher education. She is currently the Oakland County Program Director for Shared Services, evaluating teachers in faith-based schools. She has participated and lead several engagement reviews, has served as the Michigan AdvancED State Council Chair, and is currently a field consultant for AdvancED. Most recently, she received the Michigan AvancED "Excellence in Education Award."
Mr. Jason Wright	Jason Wright is in his 26th year as a public educator, having served in Cullman City Schools, Auburn City Schools, and Lee County Schools. Mr. Wright has worked as a high school math and science teacher, assistant principal, principal, and district leader. Areas of expertise include technology integration, interdisciplinary teaming, and implementation of positive behavior support structures. Dr. Wright has earned degrees from Athens State University (B.S. Ed), Troy University (M.S. Ed), and Valdosta State University (Ed. D) and has served as an adjunct instructor at Troy University.
Mr. Jason Davidson	Mr. Anthony Jason Davidson received his Bachelor of Science degree in economics and information management/e-commerce from Jacksonville State University in 2002 and returned for an alternative fifth year master's in secondary education social sciences from Jacksonville State University in 2005. In 2015, Mr. Davidson completed a master's degree in instructional leadership from Jacksonville State University. Mr. Davidson is currently the principal of Skyline High School in Scottsboro, Alabama where he also served as assistant principal. Prior to administration, he taught social sciences, sponsored the National Beta Club and coached at North Jackson High School in Stevenson, Alabama. Mr. Davidson participated in the first cohort of the Pre-K-3 Leadership Academy conducted by the Alabama Department of Early Childhood Education, the NAESP, and CLAS. He also recently served as an education panelist at the North Alabama Industrial Development Association conference.

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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.