

# Report of the External Review Team for Florence School District #3

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# Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

## Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

## Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

## Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

## Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

## Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

## Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

## The Review

The five-person AdvancED Accreditation Team arrived in Lake City South Carolina on Sunday, November 15 for the Florence School District #3 External System Review scheduled from November 15-18, 2015. Four Team members came from South Carolina, with the Lead Evaluator coming from Michigan. Two members of the team were appointed two weeks prior to the review, replacing members that had developed schedule conflicts.

The Team began their work at 6 p.m. in the hotel conference room. During this meeting, the Team completed its preliminary work, including reviewing an analysis of each standard and indicator in the system's accreditation report. Members also developed questions that would be used during the interviews throughout the review.

Work was concluded on Wednesday November 18 after an exit report to Board, administrative team teachers and support staff as well as members of the public. The Lead Evaluator held four telephone conference calls with the Superintendent and Contact Person who coordinated all logistical aspects of the review and prepared a thorough evidence file

In preparation for the review, the evidence file, which contained several artifacts and documents, was made available electronically for the Team to review. The system staff also provided a well-organized series of paper documents for each member on arrival. These documents included school and system accreditation reports, and a vast array of artifacts and evidence.

The Team held a conference call was held approximately one week prior to the review to orient Team members to the tasks they would be responsible for during the review. Members were well prepared for the review and performed their assigned tasks in a highly efficient manner.

During the review, the Team engaged in discussions regarding the presentations made by school officials as well as data they had collected during classroom visits.

The Team divided into three sub-teams and visited six of the nine district schools. During those visits the Team conducted a total of 58 classroom visits and interviewed, teachers, students and support staff. All building principals were also interviewed during the course of the review along with parents and members of the many communities served by the district.

The AdvancED External Review Team would like to thank the Florence School District #3 administrative team for their hospitality during the review and commend them and their staff for fostering a culture of continuous improvement and innovation. They are also commended for their "approach towards challenges they face.

The Team would also like to commend the Board and Superintendent for a establishing a solid vision for improvement while listening to stakeholders who provide strong support towards system initiatives and the future challenges of the district. The administrative staff and staff prepared for the review with great care and transparency and were very honest in their review process. The system involved all segments of the staff and community through surveys and town meetings. System staff and stakeholders were very candid about the challenges they face and understand that change and innovative programs are the key to future development

The Team's review found a match in their own analysis. Each school's report was reviewed closely by the Team and was able to note the gaps and variances in the system that assisted in the total system analysis.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on the status of the system . While the Team conducted interviews with 199 individuals., it is important to note that 62 of those interviews with students and 30 were with parent and community stakeholders including the mayors of two communities that comprise the system

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External



Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

| Stakeholder Interviewed            | Number     |
|------------------------------------|------------|
| Superintendents                    | 1          |
| Board Members                      | 4          |
| Administrators                     | 27         |
| Instructional Staff                | 52         |
| Support Staff                      | 23         |
| Students                           | 62         |
| Parents/Community/Business Leaders | 30         |
| <b>Total</b>                       | <b>199</b> |

# Results

## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

### Standard 3 - Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

| Indicator | Description   | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 3.1       | The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | 2.20              | 2.68                     |
| 3.2       | Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.        | 2.00              | 2.50                     |
| 3.3       | Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.   | 2.00              | 2.55                     |
| 3.4       | System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.   | 2.60              | 2.73                     |
| 3.5       | The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.   | 2.00              | 2.57                     |
| 3.6       | Teachers implement the system's instructional process in support of student learning.   | 2.20              | 2.48                     |
| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.  | 2.20              | 2.60                     |

| Indicator | Description  | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 3.8       | The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.   | 3.00              | 2.92                     |
| 3.9       | The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. | 2.00              | 2.40                     |
| 3.10      | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.                            | 2.60              | 2.53                     |
| 3.11      | All staff members participate in a continuous program of professional learning.  | 2.60              | 2.64                     |
| 3.12      | The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.   | 2.80              | 2.66                     |

### Standard 5 - Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

| Indicator | Description   | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 5.1       | The system establishes and maintains a clearly defined and comprehensive student assessment system.   | 2.00              | 2.66                     |
| 5.2       | Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning. | 2.80              | 2.41                     |
| 5.3       | Throughout the system professional and support staff are trained in the interpretation and use of data.   | 2.00              | 2.15                     |
| 5.4       | The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.   | 2.20              | 2.46                     |
| 5.5       | System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.   | 2.60              | 2.72                     |

### Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of

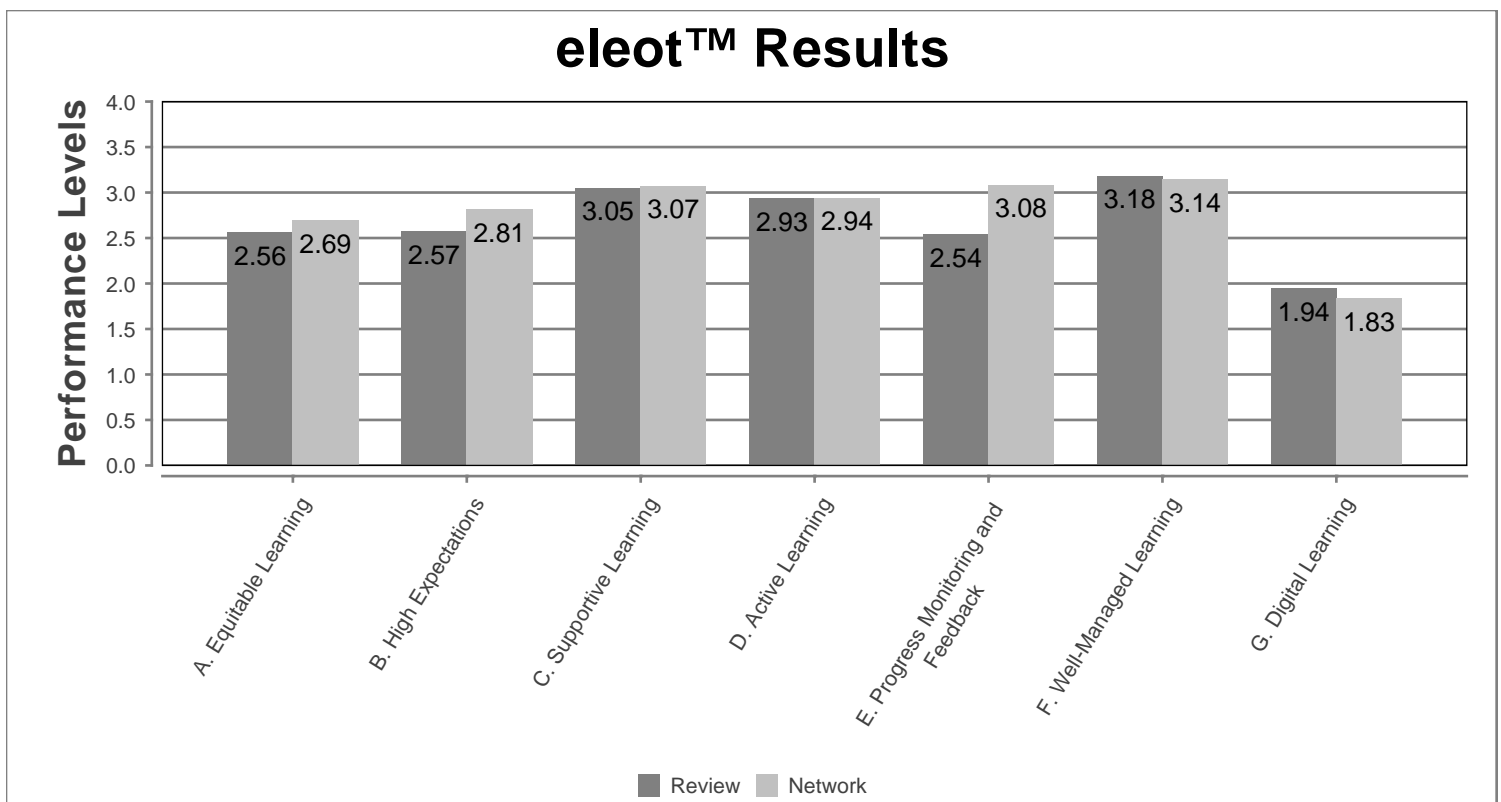
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

| Evaluative Criteria | Review Team Score | AdvancED Network Average |
|---------------------|-------------------|--------------------------|
| Assessment Quality  | 3.20              | 3.28                     |
| Test Administration | 3.20              | 3.50                     |
| Equity of Learning  | 2.40              | 2.44                     |
| Quality of Learning | 3.00              | 2.97                     |

## Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 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 seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The Team conducted a total of 58 observations using the eleot™. Ratings from the observations ranged from a high of 3.18 on Well Managed Learning Environment to a low of 1.94 on Digital Learning Environment. Ratings on all learning environments exceeded the AdvancED Network Averages. in two of seven environments.

The system averages in relation to the AEN average scores are as follows;

Equitable Learning Environment (System 2.56) (AEN 2.69)

High Expectations Environment (System 2.57) (AEN 2.81)

Supportive Learning Environment (System 3.10) (AEN 3.06)

Active Learning Environment (System 2.93) (AEN 2.94)

Progress Monitoring and Feedback Environment (System 2.54) (AEN 3.07)

Well-Managed Learning Environment (System 3.18) (AEN 3.13)

Digital Learning Environment (System 1.94) (AEN 1.82)

The Team saw well-managed classrooms with students engaged in the lessons. Although the Digital Learning Environment earned a 1.94 rating; it still ranked higher than the AdvancED Network Average and is higher than is seen in many reviews. Overall, there was a positive culture throughout the schools and a common vision for improving learning for all by focusing on improving student engagement. The focus on project based learning and the use of one to one through the use of Chrome Books is beginning to have a positive impact. Teachers and principals use the eleot™ for coaching purposes as well as checking on strengths and challenges in the instructional program.

**eleot™ Data Summary**

| <b>A. Equitable Learning</b>                   |                |   | <b>%</b>            |                |                         |                     |
|--|----------------|---|---------------------|----------------|-------------------------|---------------------|
| <b>Item</b>                                    | <b>Average</b> | <b>Description</b>  | <b>Very Evident</b> | <b>Evident</b> | <b>Somewhat Evident</b> | <b>Not Observed</b> |
| 1.   | 2.03           | Has differentiated learning opportunities and activities that meet her/his needs                | 6.90%               | 27.59%         | 27.59%                  | 37.93%              |
| 2.   | 3.22           | Has equal access to classroom discussions, activities, resources, technology, and support       | 32.76%              | 58.62%         | 6.90%                   | 1.72%               |
| 3.   | 3.50           | Knows that rules and consequences are fair, clear, and consistently applied                     | 53.45%              | 44.83%         | 0.00%                   | 1.72%               |
| 4.   | 1.48           | Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences | 3.45%               | 10.34%         | 17.24%                  | 68.97%              |
| <b>Overall rating on a 4 point scale: 2.56</b> |                |   |                     |                |                         |                     |

| <b>B. High Expectations</b>                    |                |  | <b>%</b>            |                |                         |                     |
|--|----------------|--|---------------------|----------------|-------------------------|---------------------|
| <b>Item</b>                                    | <b>Average</b> | <b>Description</b>   | <b>Very Evident</b> | <b>Evident</b> | <b>Somewhat Evident</b> | <b>Not Observed</b> |
| 1.   | 3.07           | Knows and strives to meet the high expectations established by the teacher                                       | 31.03%              | 44.83%         | 24.14%                  | 0.00%               |
| 2.   | 2.88           | Is tasked with activities and learning that are challenging but attainable                                       | 18.97%              | 50.00%         | 31.03%                  | 0.00%               |
| 3.   | 1.90           | Is provided exemplars of high quality work   | 6.90%               | 25.86%         | 17.24%                  | 50.00%              |
| 4.   | 2.71           | Is engaged in rigorous coursework, discussions, and/or tasks   | 17.24%              | 43.10%         | 32.76%                  | 6.90%               |
| 5.   | 2.29           | Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) | 12.07%              | 25.86%         | 41.38%                  | 20.69%              |
| <b>Overall rating on a 4 point scale: 2.57</b> |                |  |                     |                |                         |                     |



| <b>C. Supportive Learning</b>                  |                |   | <b>%</b>            |                |                         |                     |
|--|----------------|---|---------------------|----------------|-------------------------|---------------------|
| <b>Item</b>                                    | <b>Average</b> | <b>Description</b>  | <b>Very Evident</b> | <b>Evident</b> | <b>Somewhat Evident</b> | <b>Not Observed</b> |
| 1.   | 3.34           | Demonstrates or expresses that learning experiences are positive  | 43.10%              | 48.28%         | 8.62%                   | 0.00%               |
| 2.   | 3.38           | Demonstrates positive attitude about the classroom and learning   | 51.72%              | 34.48%         | 13.79%                  | 0.00%               |
| 3.   | 2.72           | Takes risks in learning (without fear of negative feedback)   | 29.31%              | 37.93%         | 8.62%                   | 24.14%              |
| 4.   | 3.21           | Is provided support and assistance to understand content and accomplish tasks                                       | 31.03%              | 58.62%         | 10.34%                  | 0.00%               |
| 5.   | 2.59           | Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs | 27.59%              | 29.31%         | 17.24%                  | 25.86%              |
| <b>Overall rating on a 4 point scale: 3.05</b> |                |   |                     |                |                         |                     |

| <b>D. Active Learning</b>                      |                |  | <b>%</b>            |                |                         |                     |
|--|----------------|--|---------------------|----------------|-------------------------|---------------------|
| <b>Item</b>                                    | <b>Average</b> | <b>Description</b>   | <b>Very Evident</b> | <b>Evident</b> | <b>Somewhat Evident</b> | <b>Not Observed</b> |
| 1.   | 3.22           | Has several opportunities to engage in discussions with teacher and other students | 34.48%              | 55.17%         | 8.62%                   | 1.72%               |
| 2.   | 2.28           | Makes connections from content to real-life experiences                            | 17.24%              | 27.59%         | 20.69%                  | 34.48%              |
| 3.   | 3.29           | Is actively engaged in the learning activities                                     | 43.10%              | 44.83%         | 10.34%                  | 1.72%               |
| <b>Overall rating on a 4 point scale: 2.93</b> |                |  |                     |                |                         |                     |

| <b>E. Progress Monitoring and Feedback</b>     |                |  | <b>%</b>            |                |                         |                     |
|--|----------------|--|---------------------|----------------|-------------------------|---------------------|
| <b>Item</b>                                    | <b>Average</b> | <b>Description</b>   | <b>Very Evident</b> | <b>Evident</b> | <b>Somewhat Evident</b> | <b>Not Observed</b> |
| 1.   | 2.26           | Is asked and/or quizzed about individual progress/learning     | 10.34%              | 29.31%         | 36.21%                  | 24.14%              |
| 2.   | 3.00           | Responds to teacher feedback to improve understanding          | 17.24%              | 65.52%         | 17.24%                  | 0.00%               |
| 3.   | 3.05           | Demonstrates or verbalizes understanding of the lesson/content | 24.14%              | 60.34%         | 12.07%                  | 3.45%               |
| 4.   | 1.90           | Understands how her/his work is assessed                       | 6.90%               | 24.14%         | 20.69%                  | 48.28%              |
| 5.   | 2.50           | Has opportunities to revise/improve work based on feedback     | 18.97%              | 39.66%         | 13.79%                  | 27.59%              |
| <b>Overall rating on a 4 point scale: 2.54</b> |                |  |                     |                |                         |                     |

| <b>F. Well-Managed Learning</b>                |                |   | <b>%</b>            |                |                         |                     |
|--|----------------|---|---------------------|----------------|-------------------------|---------------------|
| <b>Item</b>                                    | <b>Average</b> | <b>Description</b>  | <b>Very Evident</b> | <b>Evident</b> | <b>Somewhat Evident</b> | <b>Not Observed</b> |
| 1.   | 3.52           | Speaks and interacts respectfully with teacher(s) and peers         | 56.90%              | 37.93%         | 5.17%                   | 0.00%               |
| 2.   | 3.55           | Follows classroom rules and works well with others                  | 60.34%              | 34.48%         | 5.17%                   | 0.00%               |
| 3.   | 2.66           | Transitions smoothly and efficiently to activities                  | 31.03%              | 27.59%         | 17.24%                  | 24.14%              |
| 4.   | 2.62           | Collaborates with other students during student-centered activities | 24.14%              | 34.48%         | 20.69%                  | 20.69%              |
| 5.   | 3.55           | Knows classroom routines, behavioral expectations and consequences  | 60.34%              | 34.48%         | 5.17%                   | 0.00%               |
| <b>Overall rating on a 4 point scale: 3.18</b> |                |   |                     |                |                         |                     |

| G. Digital Learning                            |         |  | %            |         |                  |              |
|--|---------|--|--------------|---------|------------------|--------------|
| Item   | Average | Description  | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1.   | 2.17    | Uses digital tools/technology to gather, evaluate, and/or use information for learning                       | 17.24%       | 24.14%  | 17.24%           | 41.38%       |
| 2.   | 1.84    | Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning | 12.07%       | 15.52%  | 17.24%           | 55.17%       |
| 3.   | 1.81    | Uses digital tools/technology to communicate and work collaboratively for learning                           | 13.79%       | 15.52%  | 8.62%            | 62.07%       |
| <b>Overall rating on a 4 point scale: 1.94</b> |         |  |              |         |                  |              |

## Findings

### Improvement Priority

Create, implement, and monitor a systematic, systemic instructional program which incorporates rigorous student performance expectations, data analysis and professional development to fully inform instruction and assessment.

(Indicator 3.2, Indicator 5.2, Indicator 5.3, SP4. Equity of Learning)

#### Primary Indicator

Indicator 3.2

#### Evidence and Rationale

While Team interviews indicate that curriculum maps and accompanying curricular unit plans are fully developed. There is however absence of comprehensive curriculum maps.

The development of district-wide curriculum maps will ensure vertical alignment occurs not only at the elementary level, but the secondary levels as well. The Team observed that a systematic process for using data to inform instructional practices was not evident.

During the classroom observations to evaluate the level of student engagement the Team observed a lack differentiated learning opportunities. The Team also recognizes that the system has taken a major step forward in student differentiation and ensuring students are college and career ready by adopting the New Tech Program. When the New Tech classrooms were visited, the classrooms observed were vastly different. A heightened sense of individualized learning was not evident for all students. Understanding that the program is in its initial stages of development the value of program evaluation will be able to allow the system to measure the value of success.

A review of the system's accreditation report and during the Team interviews with system staff, it was observed that there is a lack of clarity surrounding the Response to Intervention (RTI) multi-tier approach for early identification and support of students with learning and behavior needs. The RTI process appears to be implemented differently at each school and level. The Team understands that a district-level approved School Intervention Team (SIT) exists to provide additional support. However, the outcomes of this process are not always imbedded in classroom instruction and management.

In the accreditation report, a varied list of academic programs used by each school was reviewed. The Team found limited artifacts revealing that current academic programs are research based. In a review of the many programs and initiatives in place, the team found no evidence of processes to evaluate the effectiveness of many programs.

A focus on program evaluation and the need for these programs and initiatives based on their effectiveness to increase student learning will assist the system in documenting the organizational change and value added components that lead to student success with clear documentation and reinforce community support.

### **Opportunity For Improvement**

Design, implement, and monitor a comprehensive student assessment system which includes data from multiple measures and clearly defined grading criteria for the attainment of content knowledge and skills that is consistent across all grades and courses.

(Indicator 3.10, Indicator 5.1, SP1. Assessment Quality )

#### Primary Indicator

Indicator 5.1

#### Evidence and Rationale

Review of artifacts, interviews, and observations revealed the lack of a comprehensive and systematic student assessment system to gather information from multiple measures to inform curriculum and instruction. The system gathers data from a wide range of sources including state assessment, Measures of Academic Progress (MAP), benchmark common assessments, End of Course (EOC), ACT and SAT. However a systematic process to gather the data and use it to effectively and make decisions regarding the implementation of new programs, instructional strategies and remediation protocols, was not evident to the Team.

One staff member stated, "We are data rich and information poor." The system uses ENRICH as a data warehouse, but interviews with teachers indicated varying levels of expertise in using the information to make instructional decisions about differentiation of instruction. While the system has a grading policy, which includes the South Carolina Uniform Grading Scale; interviews and a review of artifacts noted a lack of consistency in the implementation of the policy across grade levels and courses.

Training staff in the evaluation, interpretation, and use of data has been offered, but some administrators and

teachers indicated that additional professional development is necessary to provide them with the skills needed to effectively use the data to meet the unique learning needs of all students and to adjust curriculum.

A comprehensive assessment system using multiple measures to evaluate student success is essential for organizational effectiveness and evaluation of initiatives and the system's change process.

### **Opportunity For Improvement**

Evaluate the effectiveness of the professional learning program by focusing on data analysis and instructional delivery improvement.

(Indicator 3.5)

#### Primary Indicator

Indicator 3.5

#### Evidence and Rationale

Interviews and an examination of artifacts such minutes and agendas revealed that most professional learning community meetings were spent on logistics and grade level meetings. While grade level meetings are important, whole faculty programs that provide opportunities to learn for each other appears to be missing. Professional Learning Communities offer an opportunity for job-embedded staff and personal development that ultimately impact student and adult learning.

### **Opportunity For Improvement**

Initiate a systemic approach that results in every student having an adult advocate in every school and grade level throughout the system.

(Indicator 3.9)

#### Primary Indicator

Indicator 3.9

#### Evidence and Rationale

Interviews with staff and students indicate that a program has begun through Boys and Girls Clubs. While there are informal mentoring programs in place in the communities, there was an expressed need voice by parents and community members of a need to address graduation rates as well as some behavioral issues. Adult advocacy programs have great impact on behavior and academic performance throughout an educational system.

# Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional 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 enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

## Standard 1 - Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

| Indicator | Description  | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 1.1       | The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.   | 2.80              | 2.62                     |
| 1.2       | The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.   | 3.00              | 2.63                     |
| 1.3       | The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | 2.60              | 2.89                     |
| 1.4       | Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.  | 2.80              | 2.61                     |

## Standard 2 - Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

| Indicator | Description  | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.   | 3.00              | 2.95                     |
| 2.2       | The governing body operates responsibly and functions effectively.   | 2.80              | 2.92                     |
| 2.3       | The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | 3.00              | 3.12                     |
| 2.4       | Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.  | 2.80              | 2.97                     |
| 2.5       | Leadership engages stakeholders effectively in support of the system's purpose and direction.  | 3.00              | 2.67                     |

| Indicator | Description   | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 2.6       | Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. | 2.80              | 2.76                     |

## Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

| Evaluative Criteria                       | Review Team Score | AdvancED Network Average |
|---|-------------------|--------------------------|
| Questionnaire Administration              | 4.00              | 3.36                     |
| Stakeholder Feedback Results and Analysis | 3.00              | 3.04                     |

## Findings

### Powerful Practice

The process used by the Board and leadership to engage stakeholders in the review of its purpose and beliefs engages a significant portion of the community its serves and provides a comprehensive process to review, revise and communicate the fundamental values of the system that allows the leadership of the system to take innovative approaches to change.

(Indicator 1.2, Indicator 2.5, SF1. Questionnaire Administration)

#### Primary Indicator

Indicator 2.5

#### Evidence and Rationale

Interviews with parents, community members and Board members described an annual process of gathering representatives of each of the communities that are served to discuss the purpose and function of the system, review programs and services that results in the development of trust and support. Stakeholder involvement is a key function of any system that is moving through a dynamic change process.



# Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

## Standard 4 - Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

| Indicator | Description  | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 4.1       | The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs. | 2.00              | 2.92                     |
| 4.2       | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.   | 2.00              | 2.93                     |
| 4.3       | The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.   | 2.40              | 3.05                     |
| 4.4       | The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.   | 3.00              | 2.63                     |

| Indicator | Description  | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 4.5       | The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.                  | 2.00              | 2.74                     |
| 4.6       | The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.   | 2.00              | 2.54                     |
| 4.7       | The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.           | 2.00              | 2.66                     |
| 4.8       | The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students. | 2.00              | 2.60                     |

## Findings

### Improvement Priority

Expand, revise, implement, and evaluate processes that support programs for their effectiveness to meet the physical, social, educational and emotional needs of all students.

(Indicator 4.7, Indicator 4.8)

#### Primary Indicator

Indicator 4.7

#### Evidence and Rationale

Interviews with stakeholders and a review of artifacts revealed that schools across the system are not being exposed to the same support services and programs to meet all students' needs. The Team noted that programs and support systems at the various school levels are not consistent across the system. Some schools have minimal programs and support services while other schools have overwhelming programs and support services for all students.

A comprehensive analysis of the systems existing program evaluation plan to effectively implement and evaluate programs will help to make informed decisions for continuous improvement.

### Improvement Priority

Identify and implement a process to incorporate sound resource management that includes recruiting, employing and retaining qualified professional and support staff.

(Indicator 4.1, Indicator 4.2)

#### Primary Indicator

Indicator 4.2

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### Evidence and Rationale

The system's Self-Assessment Report , support staff, stakeholder, and board member interviews revealed a need to improve recruiting, employing, and retaining qualified professional staff. Interviews with system administrators and multiple system leaders also revealed a need for updated facilities and the need for instructional resources to meet the needs of all students.

A review of the evidence documents show that the system has managed to fill positions with highly qualified staff through their participation with the Teach for America and the PACE (Program for Alternative Certification for Educators) program. Interviews with system leaders indicated that while these methods have been helpful with recruiting and employment, it also adds to the challenge that the system has in retaining teachers because a majority of these teachers leave after two years of service. Replacing these teachers is an on-going task and is costly for the system.

Community leaders, and parents identified aging facilities as another challenge for the system. They stated that while the system has put forth a tremendous effort to maintain the facilities, funding for replacing the aging facilities would have to be addressed in the future. The self-assessment report identified the need to upgrade the wireless network at schools in order to keep up with the growing use of laptops, and tablet in schools as well as replacing older devices that are outdated. Identifying and implementing a process for retaining a sufficient number of qualified professionals and management of resources is vital to supporting the purpose and direction of the system and meeting the needs of all students.

Interviews and a review of artifacts indicate a need to reassess the current resource allocation process. The current state of the system's fund balance is a concern identified by Board and administrative staff. While community support provides a major source of assistance in the development of some initiatives, fiscal planning will need a greater degree of focus.

Fiscal planning and resource management, including the resource of personnel is an essential element of organizational effectiveness.

# Conclusion

The Team found several areas of strength in the system. As evidenced from interviews and observations it was clear to the entire Team that the system leadership and staff collectively believe in and model the their purpose and direction for teaching and learning while supporting challenging, equitable educational programs that focus on both rigor and a response to changing the system through several initiatives that are underway. The focus on Project Based Learning and technology upgrades, the early childhood program and a summer school program that has begun to close the achievement gap are some of those initiatives. Overall the focus on higher order thinking and life skills provides a clear road map for a robust plan that is already underway.

In addition to these current initiatives the Team observed through interviews and a review of the artifacts the development of community trust and involvement. The process the system uses through its annual review of the strategic plan involves significant stakeholders to gather support for its future changes. The mission and focus of the system leave it poised to develop a high degree of organizational effectiveness that will impact student learning.

The challenges that remain focus on further development of the curriculum, improving instructional delivery and developing an assessment program that aligns with the many initiatives that are underway. Providing time for collaborative planning and professional development are also a major challenge with the limited resources that are in place. With the current initiatives such as Project Based Learning, a need to align the curriculum with the assessment program is essential.

Program evaluation is also an important challenge for the system. With the many initiatives that are underway, a major activity can be a focus on cost effectiveness and the ability of the system to align its fiscal resources with program outcomes. Recruiting and retaining teachers is another area that needs to be addressed since the current training and development activity is substantial. The bottom line is the improvement of student success and the organizational improvement activities play an important role.

Finally, the Team left the system with three Improvement Priority in the area of program evaluation with a focus on instructional delivery, support programs and recruitment and retention of instructional staff.

The system has a need to develop and implement a structure to systemically and train professional and support staff in the interpretation and use of data to determine student progress, instructional practice, and organizational and program effectiveness.

Through interviews with district office administrators, principals and teachers, the Team found that even though the system has many sources where data is gathered, there is a need to effectively interpret and use data improve instructional practices.

The system's self-assessment also supported the need for a greater focus on evaluation and teacher retention. Interviews with staff indicated a substantial amount of resources have been devoted to the change process that aims for increased student engagement and development of the whole child. The importance of data to confirm and document the change through the use of data and specific metrics using pre and post assessment then can be a major focus.

System leadership and Board engage stakeholders in an effective manner. Stakeholders feel that their voices are heard and have multiple opportunities to share their opinions to help shape the strategic direction of the system. The talent and skills among the instructional staff, administrators, support staff and the attitudes toward change and the development of rigor create a promising future for the system. The focus of the Board on policy and oversight provide the leadership and trust that can improve student success for all.

## **Improvement Priorities**

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Create, implement, and monitor a systematic, systemic instructional program which incorporates rigorous student performance expectations, data analysis and professional development to fully inform instruction and assessment.
- Expand, revise, implement, and evaluate processes that support programs for their effectiveness to meet the physical, social, educational and emotional needs of all students.
- Identify and implement a process to incorporate sound resource management that includes recruiting, employing and retaining qualified professional and support staff.

# Accreditation Recommendation

## Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

|                              | External Review IEQ Score | AdvancED Network Average |
|------------------------------|---------------------------|--------------------------|
| Overall Score                | 255.12                    | 278.34                   |
| Teaching and Learning Impact | 245.71                    | 268.94                   |
| Leadership Capacity          | 296.67                    | 292.64                   |
| Resource Utilization         | 217.50                    | 283.23                   |

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

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

# Addenda

## Individual Institution Results (Self-reported)

| Institution Name                    | Teaching and Learning Impact | Leadership Capacity | Resource Utilization | Overall IEQ Score |
|-------------------------------------|------------------------------|---------------------|----------------------|-------------------|
| J. C. Lynch Elementary School       | 247.62                       | 290.91              | 228.57               | 256.41            |
| J. Paul Truluck Intermediate School | 295.24                       | 300.00              | 300.00               | 297.44            |
| Lake City Comprehensive High School | 276.19                       | 309.09              | 300.00               | 289.74            |
| Lake City Early Childhood Center    | 290.48                       | 327.27              | 257.14               | 294.87            |
| Main Street Elementary School       | 323.81                       | 281.82              | 271.43               | 302.56            |
| Olanta Elementary School            | 242.86                       | 254.55              | 257.14               | 248.72            |
| Ronald E. McNair Junior High School | 276.19                       | 300.00              | 300.00               | 287.18            |
| Scranton Elementary School          | 276.19                       | 281.82              | 242.86               | 271.79            |

# Team Roster

| Member                 | Brief Biography   |
|------------------------|---|
| Mr. Michael A Bugenski | <p>Presently serving as a District Improvement Facilitator on staff at Michigan State University, College of Education, K-12 Outreach.<br/>                     Former Michigan NCA/AdvancED Director (2001 to 2008).<br/>                     Former Secondary Teacher (Language Arts and Social Studies) School Administration (Community Education Director, Principal, Superintendent Consultant in School Improvement, Strategic Planning and Leadership Training for 3 Educational Service Agencies, Editor Michigan School Board Journal and Director of Public Relations for the Michigan School Board Association, Associate Director, Michigan Association of School Administrators Executive Director, Michigan Institute for Educational Management.</p>  |
| Mrs. Holly Wingard     | <p>Holly Wingard has worked in both a large metropolitan school district and in a small rural district in South Carolina. After 34 years, she has retired from the school system. She has taught, served as a guidance counselor, senior counselor, testing coordinator, administrative team member, and Advanced Placement coordinator. She has served on SACS/Advanc-Ed review teams for over 25 years, serving as a school lead evaluator in South Carolina and on External Review Teams in other states. She serves as a consultant to districts preparing for AdvancEd reviews. Mrs. Wingard has an undergraduate degree from the University of Georgia and an M.ED from the University of South Carolina.</p>   |
| Mrs. Sharon Bell       | <p>Sharon Bell is an Associate Director for the Accreditation Division of AdvancED, the world’s largest education community and accreditation organization. She lives in El Dorado, Kansas. Prior to moving to the regional level, Mrs. Bell served as Associate State Director for AdvancED Kansas and Kansas North Central Association Commission on Accreditation and School Improvement (NCA CASI) prior to that organization’s merger with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) to form AdvancED in 2006. Mrs. Bell was a school improvement coordinator and classroom teacher in Kansas prior to coming to the world of accreditation. Her current role is to support the work of State Office personnel and conduct trainings for educators across the nation.</p> |
| Dr. Arlene Bakutes     | <p>Over the course of twenty-six years in the educational field, she has taught English and Language Arts at the secondary public middle and high schools in Tennessee, Louisiana, New York, Indiana, and South Carolina. Also, she has taught Curriculum &amp; Instruction/Education classes at the post secondary level in New York and Indiana. She achieved National Board for Professional Teaching Standards (NBPTS) in 2005. She currently serves as the Director of Grant Initiatives in Richland School District Two in Columbia, SC.</p>  |
| Dr. Peggy A Makins     | <p>Dr. Peggy Makins is a retired educator with 27 years of experience. She has worked as a Special Education teacher, teacher specialist with the SC Department of Education, and as an Instructional coach and administrator for the special education department at her school. She is a National Board Certified Teacher and is a 2002 Milken Award Winner. She has served on several School and System Review Teams and has also been trained as a Lead Evaluator for AdvancEd. Peggy loves education and is committed to serving in any way that is needed.</p>  |



| Member                | Brief Biography  |
|-----------------------|--|
| Dr. Machell F Sprauve | <p>Dr. Sprauve is a certified math teacher in Florence, S.C. During her professional teaching career she has taught a variety of secondary mathematics courses. She began teaching at Britton's Neck High School (1 year), then Darlington High School (9 years), and is currently at Wilson High School (9+ years). She has many responsibilities that include teaching and monitoring students in and out of the classroom; assisting the principal and the assistant principals in teacher leadership roles pertaining to curriculum and instruction and student academic interventions. She received her AS in Computer Technology from Horry-Georgetown Technical College; BS in Mathematics from Francis Marion University; MS in Curriculum and Instruction from Capella University; and PhD in Educational Leadership from Capella University. Dr. Sprauve is married to Clinton, has two adult sons, Michael and Erik, and enjoys reading, walking, and traveling when she can.</p> |

## Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

## About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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