

Report of the External Review Team for Berkeley County School District

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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

Berkeley County School District's leadership demonstrated a professional, organized commitment to advance planning for the External Review. During an initial phone call, the system coordinator and Lead Evaluator discussed preliminary arrangements for the Review. Numerous phone conversations and emails between the system coordinator and the Lead Evaluator in the summer and early fall assured interviews and observations would provide additional details about the Berkeley learning community. The schedule was organized to ensure visits to ten of the district's 42 schools and sites that would provide a cross section of the various school environments.

The External Review Team visited Berkeley County School District November 1-4, 2015. The Team was comprised of eight Team members: four from South Carolina, two from Arizona and two from Wyoming. Prior to arriving at the Courtyard Marriott in Summerville, South Carolina, the Team reviewed via emails and a Team conference call October 20 the workspace documents, the district website and accreditation reports provided by the district and schools in ASSIST.

At the Courtyard Marriott on Sunday afternoon, Team members assembled to share initial thoughts about the district's Self Assessment on the Indicator ratings. The Team created questions for the Monday interviews. At

5:00 p.m., the district provided transportation to the Stratford High School Auditorium. District leadership presented a district overview using a powerpoint. The new superintendent was present to welcome the Team.

Next, the Team went to the Stratford High School Culinary Arts Room for a dinner prepared by the school's culinary arts personnel and students. The Stratford student orchestra provided music before and during dinner. Numerous representatives from stakeholder groups were present to welcome the Team. The dinner was delicious and the setting was elegant. The event was a positive and memorable start to the External Review. After dinner, the Team returned to the hotel conference room to establish norms and share information gathered from district artifacts.

On Monday morning, district leadership presented an overview of the district, grouping the five AdvancED standards into the three AdvancED domains. District strengths and challenges were highlighted. Leadership used a PowerPoint presentation to expand on the internal Accreditation Report and gave numerous examples for the External Review Team.

Additional interviews Monday morning focused on specific questions regarding the three AdvancED domains: Teaching and Learning, Leadership Capacity, and Resource Utilization. During both the district presentation and follow-up questions, leadership and staff outlined the changes that have transpired in the district. The rate of growth in student enrollment was mentioned as both a challenge and an opportunity. The changes in the state funding model state assessments were also discussed. The morning interviews concluded with division interviews with leaders and personnel from finance, human resources, instruction and accountability and other administrative services. Support personnel from both the district and various school locations were also interviewed.

Parent/community interviews were conducted at the beginning of Monday afternoon. Next were Board of Education interviews. All nine board members were interviewed either in person or by phone. All Berkeley County school principals were asked to come to the district office for a group interview. Principals were divided into groups and members of the External Review Team facilitated discussions focused on building level school improvement plans and the system's continuous improvement process. Monday evening, the Review Team discussed the results of the interviews and finalized plans for school visits the next day.

Tuesday, students and school leadership teams were interviewed. The Team conducted Effective Learning Environment Observation Tool (eleot) observations in ten schools. The Team interviewed 429 stakeholders on Monday and Tuesday and completed 89 eleot observations. Tuesday night, the Team reviewed eleot information and continued the dialogue and deliberations concerning standard ratings. Possible Powerful Practices, Opportunities for Improvement and Improvement Priorities were Identified.

Wednesday morning, the Team completed the review of information and consolidated the evidence gathered. Each individual Team member entered individual Indicator ratings into ASSIST and the Indicator averages and Index of Educational Quality scores were calculated. Powerful Practices, Opportunities and Improvement Priorities were determined by Team consensus and actionable statements were written. Team members provided written input on individual eleot observations in the ten schools to the Lead Evaluator. The Berkeley

County School District exit report was presented at 3:00 p.m. Wednesday, November 4, 2015 to the board, staff and learning community at the Berkeley County School District board room.

The External Review Team thanks the learning community for its support, professionalism and hospitality. The advance preparations, welcome and interactions during the Review supported the Team. Stakeholders provided information related to the district's current improvement process and insight into the challenges the district is experiencing. During the Review, district and school personnel demonstrated strong support for increasing student achievement and maintaining a culture focused on the district's purpose and direction. Special thanks go to the system coordinator and district leadership staff for coordinating the Review. Principals organized the school visits to maximize effective use of the Team members' time. The attention to detail and collaborative preparation ensured a successful Review.

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 | 7 |
| Administrators | 99 |
| Instructional Staff | 96 |
| Support Staff | 94 |
| Students | 96 |
| Parents/Community/Business Leaders | 36 |
| Total | 429 |

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. | 3.00 | 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. | 2.88 | 2.50 |
| 3.3 | Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations. | 2.12 | 2.55 |
| 3.4 | System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | 2.88 | 2.73 |
| 3.5 | The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels. | 3.00 | 2.57 |
| 3.6 | Teachers implement the system's instructional process in support of student learning. | 2.62 | 2.48 |
| 3.7 | Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning. | 3.00 | 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. | 2.25 | 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. | 2.88 | 2.53 |
| 3.11 | All staff members participate in a continuous program of professional learning. | 3.00 | 2.64 |
| 3.12 | The system and its schools provide and coordinate learning support services to meet the unique learning needs of students. | 2.88 | 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. | 3.00 | 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. | 2.88 | 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. | 3.00 | 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. | 2.75 | 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

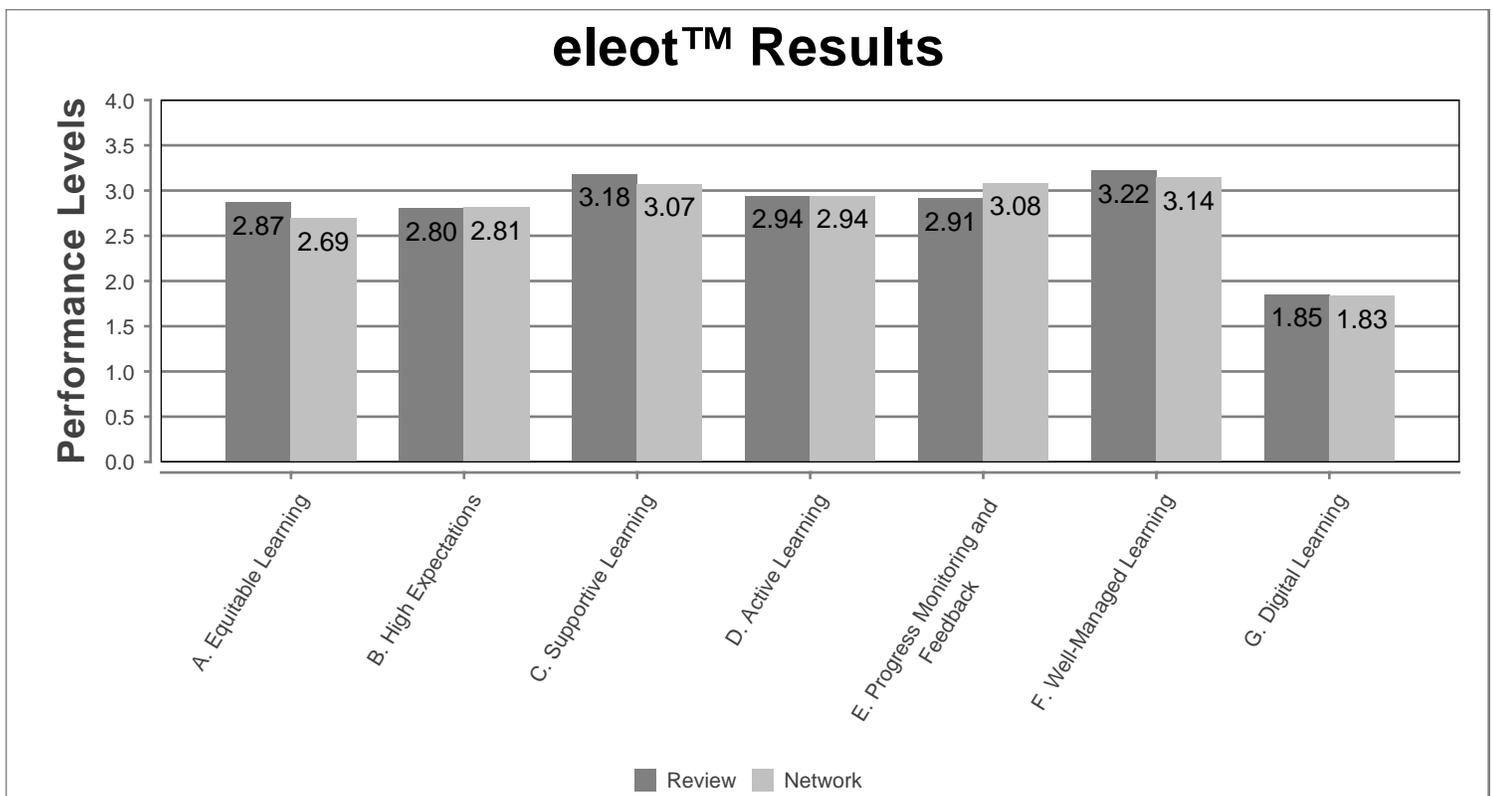
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

| Evaluative Criteria | Review Team Score | AdvancED Network Average |
|---------------------|-------------------|--------------------------|
| Assessment Quality | 3.50 | 3.28 |
| Test Administration | 3.88 | 3.50 |
| Equity of Learning | 3.00 | 2.44 |
| Quality of Learning | 3.62 | 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 External Review Team utilized the Effective Learning Environment Observation Tool (eleot) to observe 89 classrooms in ten of the 42 system schools and sites. The seven areas of the learning environment were scored by eight trained observers. After participating in interviews, studying artifacts and analyzing student data, Team members used this student-focused tool to corroborate information reviewed in artifacts and gathered during interviews.

Six of the domains range from a 2.80 to a 3.22 average. The Digital Learning Environment was a 1.85. The two highest domains were Supportive Learning Environment (3.18) and Well-Managed learning Environment (3.22). Both were above the AdvancED network average (AEN). The three lowest scoring domains were High Expectations Environment (2.80), Equitable Learning Environment (2.87) and Digital Learning Environment (1.85). The two domains below the AEN average were Progress Monitoring and Feedback Environment (2.91 to 3.07 AEN) and High Expectations Environment (2.80 to 2.81 AEN).

The three highest sub-scores overall were A.2 "Has equal access to classroom discussions, activities, resources, technology and support" (3.49), F.1 "Speaks and interacts respectfully with teacher(s) and peers" (3.46) and "Follows classroom rules and works well with others" (3.46). These scores support the overall findings of the External Review Team. The Team observed students at all levels were usually respectful and positive when working with both their peers and the teachers.

Fifteen of the 30 sub-scores in the seven domains were above a 3.00. Other than the digital learning scores, the two lowest sub-scores were A.4 "Has ongoing opportunities to learn about their own and other's background/cultures/differences" (1.98) and B.3 "Is provided exemplars of high quality work" (2.12). A.4 was "not observed" in 46.07 percent of the 89 classrooms. B.3 was "not observed" in 39.3 percent of the classrooms. The other lower sub-scores related to differentiated learning opportunities, complex thinking activities and understanding how their work is assessed. Scores on the eleot observations in the ten schools verify the evidence gathered in the artifacts and interviews. The district and school leadership and teachers have components of individualized/differentiated instruction and assessment in some classrooms and are working to formalize and implement this system in all classrooms.

Student use of technology was not systemic throughout the district. The Digital Learning Environment domain is not about the use of computer programs or teacher instruction using technology; instead the three sub-scores in this domain required students to use digital tools while engaged in meaningful, challenging learning tasks. Observers found a range in the student use of digital tools. In most classrooms there was little evidence of students systematically using digital tools in their learning. However, in a few classrooms digital tools were integral to the student learning process. The Team developed an Improvement Priority that directly focuses on the use of technology by students when appropriate.

Administrative leadership and staff at the schools were supportive and facilitated eleot observations by providing maps, schedules, and easy access to classrooms. Discussion by the External Review Team as members shared the eleot observations supported the External Review findings of artifacts and stakeholder interviews.

eleot™ Data Summary

| A. Equitable Learning | | | % | | | |
|--|----------------|---|---------------------|----------------|-------------------------|---------------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 2.62 | Has differentiated learning opportunities and activities that meet her/his needs | 26.97% | 31.46% | 17.98% | 23.60% |
| 2. | 3.49 | Has equal access to classroom discussions, activities, resources, technology, and support | 53.93% | 41.57% | 4.49% | 0.00% |
| 3. | 3.37 | Knows that rules and consequences are fair, clear, and consistently applied | 46.07% | 44.94% | 8.99% | 0.00% |
| 4. | 1.98 | Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences | 12.36% | 19.10% | 22.47% | 46.07% |
| Overall rating on a 4 point scale: 2.87 | | | | | | |

| B. High Expectations | | | % | | | |
|--|----------------|--|---------------------|----------------|-------------------------|---------------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.19 | Knows and strives to meet the high expectations established by the teacher | 37.08% | 44.94% | 17.98% | 0.00% |
| 2. | 3.09 | Is tasked with activities and learning that are challenging but attainable | 31.46% | 47.19% | 20.22% | 1.12% |
| 3. | 2.12 | Is provided exemplars of high quality work | 11.24% | 29.21% | 20.22% | 39.33% |
| 4. | 2.93 | Is engaged in rigorous coursework, discussions, and/or tasks | 24.72% | 47.19% | 24.72% | 3.37% |
| 5. | 2.64 | Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) | 25.84% | 28.09% | 30.34% | 15.73% |
| Overall rating on a 4 point scale: 2.80 | | | | | | |

| C. Supportive Learning | | | % | | | |
|--|---------|---|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.27 | Demonstrates or expresses that learning experiences are positive | 41.57% | 43.82% | 14.61% | 0.00% |
| 2. | 3.33 | Demonstrates positive attitude about the classroom and learning | 47.19% | 38.20% | 14.61% | 0.00% |
| 3. | 3.02 | Takes risks in learning (without fear of negative feedback) | 34.83% | 39.33% | 19.10% | 6.74% |
| 4. | 3.39 | Is provided support and assistance to understand content and accomplish tasks | 47.19% | 44.94% | 7.87% | 0.00% |
| 5. | 2.90 | Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs | 30.34% | 35.96% | 26.97% | 6.74% |
| Overall rating on a 4 point scale: 3.18 | | | | | | |

| D. Active Learning | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.17 | Has several opportunities to engage in discussions with teacher and other students | 35.96% | 47.19% | 14.61% | 2.25% |
| 2. | 2.40 | Makes connections from content to real-life experiences | 26.97% | 21.35% | 16.85% | 34.83% |
| 3. | 3.25 | Is actively engaged in the learning activities | 46.07% | 34.83% | 16.85% | 2.25% |
| Overall rating on a 4 point scale: 2.94 | | | | | | |

| E. Progress Monitoring and Feedback | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 2.94 | Is asked and/or quizzed about individual progress/learning | 24.72% | 50.56% | 19.10% | 5.62% |
| 2. | 3.09 | Responds to teacher feedback to improve understanding | 31.46% | 50.56% | 13.48% | 4.49% |
| 3. | 3.12 | Demonstrates or verbalizes understanding of the lesson/content | 31.46% | 51.69% | 14.61% | 2.25% |
| 4. | 2.54 | Understands how her/his work is assessed | 14.61% | 41.57% | 26.97% | 16.85% |
| 5. | 2.87 | Has opportunities to revise/improve work based on feedback | 24.72% | 47.19% | 17.98% | 10.11% |
| Overall rating on a 4 point scale: 2.91 | | | | | | |

| F. Well-Managed Learning | | | % | | | |
|--|---------|---|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.46 | Speaks and interacts respectfully with teacher(s) and peers | 57.30% | 32.58% | 8.99% | 1.12% |
| 2. | 3.46 | Follows classroom rules and works well with others | 53.93% | 38.20% | 7.87% | 0.00% |
| 3. | 2.92 | Transitions smoothly and efficiently to activities | 31.46% | 42.70% | 12.36% | 13.48% |
| 4. | 2.89 | Collaborates with other students during student-centered activities | 41.57% | 23.60% | 16.85% | 17.98% |
| 5. | 3.37 | Knows classroom routines, behavioral expectations and consequences | 52.81% | 33.71% | 11.24% | 2.25% |
| Overall rating on a 4 point scale: 3.22 | | | | | | |

| G. Digital Learning | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 2.02 | Uses digital tools/technology to gather, evaluate, and/or use information for learning | 23.60% | 11.24% | 8.99% | 56.18% |
| 2. | 1.72 | Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning | 16.85% | 5.62% | 10.11% | 67.42% |
| 3. | 1.81 | Uses digital tools/technology to communicate and work collaboratively for learning | 20.22% | 6.74% | 6.74% | 66.29% |
| Overall rating on a 4 point scale: 1.85 | | | | | | |

Findings

Improvement Priority

Investigate, develop and implement strategies to integrate, monitor and evaluate the systemic use of technology as an instructional tool and enhance the infrastructure to support teaching and learning. (Indicator 3.3, Indicator 4.6)

Primary Indicator

Indicator 3.3

Evidence and Rationale

External Review Team observations using the Effective Learning Environments Observation Tool (eleot) revealed inconsistent use of instructional strategies to actively engage students in using technology to support their learning. In some classrooms, students were skillfully engaged in using digital tools to gather information, communicate or create products. In other classrooms, students reported they rarely have an opportunity to use technology. There are three sub-areas for student use of technology in the eleot; the eleot summary revealed in 26 to 34 percent of the 89 classrooms observed, student use of technology was “evident/very evident.”

Leadership and staff Interviews indicated there is limited access to professional development that targets the systematic integration of digital tools into active student learning. The number of technology integration specialists does not appear to be sufficient to provide direct support with technology integration to classroom teachers. Also, there was not a comprehensive strategic plan that considered all the components that needed to be in place to support student use of technology such as procedures for ongoing monitoring and evaluation of both instruction and the technology infrastructure.

Effective student use of digital tools in their learning is important in preparing students to be college and career

ready and responsible citizens in the 21st century.

Opportunity For Improvement

Design and implement structures that invite, engage, and involve all non-classroom support staff with ongoing training and interpretation of data.

(Indicator 5.3, SP4. Equity of Learning)

Primary Indicator

Indicator 5.3

Evidence and Rationale

A review of evidence identified a need for non-classroom support staff to participate in training regarding gathering, interpreting and using data related to their job assignments to increase organizational effectiveness. During support staff and other internal stakeholder interviews, personnel stated the importance of this training to improve their efficiency and effectiveness. Several support staff said their jobs were constantly changing with the increase in student enrollment and sometimes they were unsure how to prioritize what needed to be done.

Personnel who clearly understand the impact of various facets of their job are more effective in supporting the district's vision and goals.

Powerful Practice

The Berkeley County School District systemically and systematically engages the collaborative learning organizational structure to ensure data is used to adjust curriculum and to inform instruction.

(Indicator 3.5)

Primary Indicator

Indicator 3.5

Evidence and Rationale

Review of artifacts, interviews and observations by the External Review Team revealed the Berkeley County School District has engaged in a comprehensive, systematic process to train district and school leadership in the effective implementation of professional learning communities (PLCs). The district has partnered with the American Alliance for Innovative Schools to provide on-going training for district and school administrators and instructional coaches. Interviews with district leadership and school leadership teams indicated that the PLCs have been implemented with fidelity. The meetings are structured to review data, monitor the curriculum and inform instruction. Although evidence indicated all schools were not at the same level of expertise in the PLC process, the structure was evident in all schools and is an integral part of the systematic and on-going review of student achievement.

For schools with small enrollments or singleton curricular programs, opportunities for teachers to participate in PLCs have been developed to allow virtual meetings. Determinations regarding curriculum revisions,

interventions and instructional strategies were made in the PLCs. Minutes from all PLC meetings were maintained and reviewed at the school level. In addition, outcomes from the school level PLCs are monitored by the district. The district has developed a common template for all schools to use to submit to the district. Interviews revealed teachers and school level administrators received timely and thorough feedback from the PLC reports submitted. Review of budgets indicated sufficient funds and resources have been allocated to support the continued implementation of the PLCs and training to support the structure as a continuous improvement initiative.

The effective implementation of the Professional Learning Communities gives all administrators and faculty the opportunity to engage in meaningful decisions regarding student achievement and student learning. The review of data to inform curriculum and instructional decisions ensures decisions regarding student learning are targeted and purposeful.

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. | 3.00 | 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. | 3.38 | 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. | 3.50 | 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. | 2.88 | 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. | 3.12 | 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. | 3.12 | 2.97 |
| 2.5 | Leadership engages stakeholders effectively in support of the system's purpose and direction. | 2.25 | 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. | 2.75 | 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 | 1.50 | 3.36 |
| Stakeholder Feedback Results and Analysis | 2.88 | 3.04 |

Findings

Improvement Priority

Develop, implement and evaluate a formal process for engaging all stakeholder groups to work collaboratively on system improvement efforts in order to build collective efficacy (the capacity to develop a group belief in achieving purpose and direction).

(Indicator 2.5, Indicator 3.8, SF1. Questionnaire Administration)

Primary Indicator

Indicator 2.5

Evidence and Rationale

An examination of artifacts highlighted the need for a formal process to engage all stakeholder groups in actively supporting the vision, core values and goals of the district. The Team did not find a recent ongoing formal system for stakeholder engagement; however, both the district core values and goals have a component about stakeholder partnerships. One of the goals states, "We will build family, community, and business support that will generate advocacy for our schools and our district."

Recently, changes have occurred in the composition of the board. Leadership at the district level has changed as leadership changed positions and as a position was added or eliminated. Recently, the pivotal position of district superintendent has been filled by either a superintendent for a short time or an interim superintendent. Both internal and external stakeholders voiced a concern about the breakdown in the two-way communication process between the district and stakeholders.

For example, parents were adamant about a need for two-way communication with the district. One parent said, "I fill out these surveys, but the district doesn't give me feedback about the overall results." Another parent said, "At my school they care about my opinion and ideas; at the district, they don't seem to care what I think." Parents and other stakeholder groups also expressed a desire to be involved on committees that shape decisions and influence continuous improvement efforts. Parents voiced optimism that the new superintendent, who started during the External Review, would build a strong communication network.

The perceived lack of communication extended to the classroom level with some parents. Twenty-three percent of the parents on a recent parent survey disagreed/strongly disagreed with "All of my child's teachers keep me informed regularly of how my child is being graded." This result was verified during the parent interviews as some parents reported they were actively involved at the school level and others indicated their school rarely involved them in classroom activities.

Collaborative partnerships are a key component in building support for effective student learning environments and increasing student success.

Powerful Practice

All schools engage in a comprehensive process to review, revise and communicate purpose and direction focused on student achievement and success.

(Indicator 1.2)

Primary Indicator

Indicator 1.2

Evidence and Rationale

Artifacts, interviews and observations highlighted the structured process Berkeley County School District (BCSD) leadership used to ensure every school was focused on the district vision: "To challenge and empower our students to be successful in a highly competitive world." In the Self Assessment, other artifacts and in interviews, "common vision, common practice" was stressed as a key theme that permeated the system and was an integral part of decision making at all levels. System leadership in Monday's presentations to the External Review Team outlined strategies and procedures that supported and monitored the implementation of the district vision in each school. Interviews in the schools validated the importance of the district vision which has expanded to "common curriculum, common assessments, professional learning communities" as integral to improving student achievement.

A systemic purpose and direction focused on student learning is a key component in increasing student

success.

Powerful Practice

School leadership and staff share a passion and commitment to sustain a culture of caring that promotes effective learning opportunities for all students.

(Indicator 1.3)

Primary Indicator

Indicator 1.3

Evidence and Rationale

Throughout the Review, the External Review Team observed a pervasive, sustained commitment and dedication by all stakeholder groups to maintaining a culture focused on teaching and learning as central to all decision making. Six district core values were clearly identified, succinctly defined and communicated to stakeholders. District and school leadership discussed the importance of preserving a “small school caring culture” as the district experiences the rapid growth in enrollment that is predicted.

Goals and plans have been designed to operationalize the district value and belief statements. School improvement plans and school interviews verified that district core values and the mission guide decision making throughout the system. Evidence supporting the district’s systematic approach to curriculum design, implementation and meaningful assessments (teaching and learning) was systemic. Effective Professional Learning Communities are one powerful strategy used to assure accountability for high expectations in professional practice.

When all stakeholder groups commit to shared values and beliefs about teaching and learning students are supported achieving learning, thinking and life skills.

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. | 3.00 | 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. | 2.88 | 2.93 |
| 4.3 | The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | 3.00 | 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. | 2.00 | 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. | 3.00 | 2.74 |
| 4.6 | The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs. | 2.25 | 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. | 2.88 | 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. | 3.00 | 2.60 |

Findings

Improvement Priority

Design and implement a documented, systemic, aligned continuous improvement process that includes long-range planning for strategic resource management (people, time, facilities) and program evaluation procedures for organizational effectiveness in support of the purpose and direction of the district.

(Indicator 4.4)

Primary Indicator

Indicator 4.4

Evidence and Rationale

Artifacts, interviews and observations revealed a need to direct, coordinate, align and evaluate all system resources to increase system capacity and support increased student success. Interviews with stakeholders indicated systematic analysis of all current resource allocations for effectiveness, efficiency, alignment and transparency was viewed as a prerequisite to effective long-range planning.

Currently, there are some components of strategic resource management such a basic strategy for determining the additional classrooms needed for increased enrollment. Annual budgets and financial audits were available. However, many of these components appeared to be informally implemented, isolated elements not understood by various internal and external stakeholders. For example, school leadership and external stakeholders stated they were unsure of the criteria for determining school attendance boundaries and how this impacted the enrollment at various schools.

Evidence indicated a lack of alignment for resource allocation to services provided and school improvement plan requirements. Although there was evidence of outside entities studying the impact of increased enrollment, there was little evidence of the development of an overall plan that integrated all the complex factors involved with rapid growth. For example, the need for developing a written process for evaluating

present facilities, projecting future facility needs and using this information for facility updating was evident.

An overarching, aligned long-range strategic resource management system, implemented with fidelity, supports the district's vision and goals.

Conclusion

Berkeley County School District (BCSD) serves over 32,330 students in the low country of South Carolina, close to Charleston. The district encompasses 1200 square miles and serves both rural and urban areas. One of the defining characteristics of this district in recent years is the rapid growth the system is experiencing in student enrollment. Current projections indicate continuing a growth of 1000 students a year with this student number possibly even increasing as more businesses locate in the county. This rate of growth will require additional staff, infrastructure, facilities and detailed organizational planning. A current dilemma is maintaining a high quality educational system with adequate resources when the state funding model does not seem to support this rapid student growth and sufficient other funding does not appear to be available.

Other challenges related to rapid growth are more subtle. Both internal and external stakeholders voiced concerns that the district would be able to maintain an environment of caring and "personal" communication as the district grew in numbers. A desire to maintain a rural environment of caring and connection was voiced by all stakeholder groups. For example, during one secondary student interview, students indicated a concern about "outsiders changing the school" with the onset of potential new attendance boundaries. Parents said zoning and attendance regulations were often vague, randomly enforced by the district, unfair and sometimes led to overcrowded classrooms and a change in the culture of a school.

Several stakeholders said communication between all stakeholder groups has become more difficult in recent years with the increased enrollment. During parent interviews, lack of two way communication with the district was a prevailing theme. Parents articulate a need to be informed and involved in district decision making.

The changes in governance and leadership (AdvancED Standard Two) are another area with unique challenges and opportunities. The governance of the BCSD board has seen recent changes in personnel. The board has gone through state and local training that has resulted in a more cohesive and collaborative approach to designing policies that ensure effective running of the district. However, formal processes and procedures for gathering input from all stakeholders continue to be a work in progress. This will be important as the district plans for the overwhelming anticipated student growth.

The district leadership has also experienced significant change in recent times with several different superintendents and interims. Several individuals at the district level have changed positions within the district. There appears to be a need to examine the district's organizational chart and structure to ensure efficiency and effectiveness.

The board and district leadership emphasized that with the last interim superintendent there was an increased sense of stability. The recently hired superintendent started the same day as the External Review Team arrived. Both at the district level and in the schools, stakeholders expressed optimism about moving forward with current leadership and a hope that trust in district decisions will be rebuilt.

A dynamic, positive element for BCSD, as the district experiences rapid change, is the sustained commitment of leadership and staff to using the district vision and core values to guide decision making for teaching and

learning (Standard 3) and maintaining continuous improvement (Standard 5). The External Review Team confirmed through artifacts, interviews and observations the influence of the district vision, core values and goals on both Standards. The district has systematically implemented three pillars of learning: common curriculum, common assessments and professional learning communities throughout the schools. The common curriculum is adjusted to changes in state mandates; priority standards are identified and carefully reviewed. Common assessments throughout the district are monitored and reviewed at district and school levels. Mastery Connect is an easily accessible tool for teachers to develop and share assessments throughout the district. Training in professional learning communities has been extensive and is on-going.

Prior to the External Review, Berkeley County School District outlined in the Self Assessment Accreditation Report a comprehensive summary of progress in achieving the AdvancED standards. During the Review, district leadership's presentations on Monday and stakeholder interviews further clarified both the opportunities and challenges that are occurring. The observations in schools on Tuesday provided additional information.

The AdvancED Team designed three Improvement Priorities based on the artifacts, interviews and observations that were part of the External Review. The first Improvement Priority concerning effective, appropriate student use of digital tools and the technology infrastructure is an encouragement for the district to focus on this area in preparing students for the 21st century. The second Improvement Priority related to a structure for engaging all stakeholder groups in support of the district's vision and goals emphasizes the critical importance of collaborative stakeholder decision making and responsibility. This process supports positive, informed, active internal and external stakeholder participation in future decisions.

The intent of the third Improvement Priority is to direct, coordinate and evaluate all system resources (time, facilities, personnel) to increase system capacity and to increase student success. This Improvement Priority addresses long range overall resource management beginning with a systematic analysis of current resource utilization for effectiveness, efficiency, alignment and transparency. Evidence substantiates the positive changes Berkeley leadership and staff have made in providing a quality learning environment for all students. The Team recognizes and supports Berkeley's progress in the continuous improvement process and its vision "To challenge and empower our students to be successful in a highly competitive world."

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:

- Design and implement a documented, systemic, aligned continuous improvement process that includes long-range planning for strategic resource management (people, time, facilities) and program evaluation procedures for organizational effectiveness in support of the purpose and direction of the district.
- Develop, implement and evaluate a formal process for engaging all stakeholder groups to work collaboratively on system improvement efforts in order to build collective efficacy (the capacity to develop a group belief in achieving purpose and direction).
- Investigate, develop and implement strategies to integrate, monitor and evaluate the systemic use of technology as an instructional tool and enhance the infrastructure to support teaching and learning.

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 | 284.15 | 278.34 |
| Teaching and Learning Impact | 286.31 | 268.94 |
| Leadership Capacity | 286.46 | 292.64 |
| Resource Utilization | 275.00 | 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 |
|-------------------------------------|------------------------------|---------------------|----------------------|-------------------|
| Berkeley Elementary School | 323.81 | 309.09 | 300.00 | 315.38 |
| Berkeley High School | 342.86 | 318.18 | 300.00 | 328.21 |
| Berkeley Intermediate School | 361.90 | 372.73 | 385.71 | 369.23 |
| Berkeley Middle College High School | 342.86 | 345.45 | 342.86 | 343.59 |
| Berkeley Middle School | 242.86 | 281.82 | 257.14 | 256.41 |
| Bonner Elementary School | 328.57 | 300.00 | 271.43 | 310.26 |
| Boulder Bluff Elementary School | 352.38 | 309.09 | 285.71 | 328.21 |
| Cainhoy Elementary/Middle School | 304.76 | 300.00 | 328.57 | 307.69 |
| Cane Bay Elementary | 290.48 | 281.82 | 271.43 | 284.62 |
| Cane Bay High | 319.05 | 309.09 | 300.00 | 312.82 |
| Cane Bay Middle School | 323.81 | 309.09 | 300.00 | 315.38 |
| College Park Elementary School | 323.81 | 309.09 | 357.14 | 325.64 |
| College Park Middle School | 319.05 | 336.36 | 371.43 | 333.33 |
| Cross Elementary School | 328.57 | 300.00 | 314.29 | 317.95 |
| Cross High School | 304.76 | 336.36 | 300.00 | 312.82 |
| Daniel Island School | 300.00 | 309.09 | 300.00 | 302.56 |
| Devon Forest Elementary School | 295.24 | 300.00 | 214.29 | 282.05 |
| Goose Creek High School | 338.10 | 300.00 | 342.86 | 328.21 |
| Goose Creek Primary School | 328.57 | 290.91 | 285.71 | 310.26 |
| Hanahan Elementary School | 319.05 | 309.09 | 300.00 | 312.82 |
| Hanahan High School | 276.19 | 318.18 | 314.29 | 294.87 |
| Hanahan Middle School | 357.14 | 390.91 | 385.71 | 371.79 |
| Howe Hall AIMS | 304.76 | 381.82 | 300.00 | 325.64 |
| J.K. Gourdin Elementary | 304.76 | 300.00 | 328.57 | 307.69 |

This report is pending final approval by the AdvancED Accreditation Commission.

| Institution Name | Teaching and Learning Impact | Leadership Capacity | Resource Utilization | Overall IEQ Score |
|---------------------------------|------------------------------|---------------------|----------------------|-------------------|
| Macedonia Middle School | 300.00 | 318.18 | 300.00 | 305.13 |
| Marrington Elementary | 252.38 | 281.82 | 271.43 | 264.10 |
| Marrington Middle School | 352.38 | 345.45 | 342.86 | 348.72 |
| Saint Stephen Elementary School | 285.71 | 309.09 | 314.29 | 297.44 |
| Sangaree Elementary School | 304.76 | 336.36 | 271.43 | 307.69 |
| Sangaree Intermediate School | 314.29 | 281.82 | 300.00 | 302.56 |
| Sangaree Middle School | 300.00 | 309.09 | 357.14 | 312.82 |
| Sedgefield Intermediate School | 319.05 | 345.45 | 342.86 | 330.77 |
| Sedgefield Middle School | 300.00 | 345.45 | 328.57 | 317.95 |
| St. Stephen Middle School | 300.00 | 300.00 | 314.29 | 302.56 |
| Stratford High School | 295.24 | 309.09 | 271.43 | 294.87 |
| Timberland High School | 261.90 | 290.91 | 300.00 | 276.92 |
| Westview Elementary School | 300.00 | 372.73 | 285.71 | 317.95 |
| Westview Middle School | 290.48 | 300.00 | 285.71 | 292.31 |
| Westview Primary School | 285.71 | 309.09 | 285.71 | 292.31 |
| Whitesville Elementary School | 290.48 | 300.00 | 228.57 | 282.05 |

Other System Institutions

The following institutions did not utilize ASSIST to complete the Accreditation Report for this External Review. Therefore self-reported results are not included as part of this report. Some institutions appearing below may have been required to submit the Accreditation Report outside of ASSIST.

| Institution | Institution |
|--------------------------|-------------|
| Nexton Elementary School | |

Team Roster

| Member | Brief Biography |
|----------------------|---|
| Dr. Sharon A Knudson | <p>Dr. Knudson's WY Certification is Superintendent K-12, Principal K-12, Elementary Education-highly qualified, Speech Pathologist, Ex.-Gen. K-12. A summary of her professional experience is 2010-present---Lead Evaluator to AdvancED- nineteen states, Department of Defense Schools, International Schools and WY State Council;1993-2010---Laramie School District #1,WY- Director, Non-tenured Teacher programs; Director, Professional Development; principal; teacher; and UW graduate instructor. Her professional activities related to AdvancED include Lead Evaluator/team member to nineteen states, DoDEA and International Schools---Japan, Europe, Egypt, Diagnostic Review Lead Evaluator, and Lead Evaluator Mentor. Dr. Knudson was principal of a Blue Ribbon School and recognized as a National Distinguished Principal. She recently participated as a district observer in a national Teacher & Leader Evaluation Systems research study.</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> |
| Mr. Bill Craig | <p>Bill Craig recently completed a a career in several public school districts in and around Richmond, Virginia. His positions included classroom teacher, instructional specialist, elementary school principal, and assistant superintendent. Bill is a contractor with the Virginia Department of Education Office of School Improvement and an on-site supervisor for Liberty University student teachers. In addition, he has served AdvancEd as a Lead Evaluator, Associate Lead Evaluator, and team member for early learning, school and system accreditation. Bill is a graduate of The College of William and Mary and holds a masters degree from Virginia Commonwealth University and an educational specialist degree from William and Mary.</p> |

| Member | Brief Biography |
|-----------------------|--|
| Dr. Mike Andersen | <p>Dr. Mike Andersen currently is the Principal at Barry Goldwater High School in the Deer Valley Unified School District; a large, comprehensive, suburban Title I school in Phoenix, Arizona. He served as an Assistant Principal at BGHS in all areas of administration from 1993 until 2006. Prior to being an Assistant Principal, Dr. Andersen held the position of band director at BGHS from 1989 until 1993. Before arriving at BGHS, Dr. Andersen also served as a band director in St. Louis, Michigan and Ajo, Arizona. As the Principal of Barry Goldwater High School since 2006, Dr. Andersen led the development of the vision, mission, ideals and beliefs, and exit outcomes that drive all facets of the school environment. Unique and innovative programs have been implemented including; The Senior Institute (Capstone Project), Student Advisory (Social Emotional community building), Standards Based Grading, and the prestigious International Baccalaureate Middle Years Program (MYP) and IB Diploma program. As a result of this innovative approach, BGHS produced the first Rhodes Scholar for the entire Deer Valley Unified School District. Personal recognitions for his contributions to the school, district, and state include; Arizona Education Foundation’s “A+ School of Excellence” (2011 & 2015), “Gold Level” Beat the Odds School (presented by the Center for the Future of Arizona), DVUSD Pride Award, DVUSD Administrator of the year, and the Rodel Exemplary Principal of Arizona Award. Dr. Andersen has been an educator since 1976. He has served on AdvancEd External Review Teams in Arizona, Alabama, Indiana, and Michigan. He and his wife Jan Andersen, MNS, CCC-SLP reside in Phoenix, Arizona. .</p> |
| Ms. Anita Latham | <p>Anita Latham holds a B.A. in Elementary Education from the University of South Carolina, a M.Ed. in Secondary Guidance and Counseling from Winthrop University and an Ed.S. in Secondary Administration and Supervision from Converse College.</p> <p>Prior to joining SCVCS, Ms. Latham has spent 30 years as an educator in the SC public school system serving as a middle school teacher and a middle and high school guidance counselor. She also has taught at the SC Department of Corrections. She has held the positions as Director of Guidance at Union High School, and Assistant Principal and Principal of Birchwood School at the SC Department of Juvenile Justice. Ms. Latham has been involved in advanced accreditation and has served on accreditation committees.</p> |
| Mrs. Martha W. McGinn | <p>Martha McGinn (Marty) is the Assistant Superintendent for Curriculum and Human Resources in the Fort Mill School District. Her duties include human resources, policies, strategic planning, curriculum, instruction and assessment. Prior to this position, she served as Director of Middle and Secondary Education for the Fort Mill School District. She also served as an Assistant Principal at Fort Mill High School after 17 years as a biology and science teacher.</p> <p>She attended Newberry College and then graduated with a Bachelor’s Degree in biology from Winthrop University. She went on to complete a Master of Arts in Teaching degree and an Educational Specialist degree from Winthrop University. During her teaching career, she was a Presidential Award for Excellence in Math and Science Teaching- State Level Award Winner , and she served as the President of South Carolina Science Council (SC Science Teacher Association). Marty has served as both a member and chair of several visiting teams for school and district accreditation.</p> |

| Member | Brief Biography |
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| Dr. Joy Mockelmann | <p>Joy Mockelmann, PhD, is a Lead Evaluator for school systems with AdvancED . Previous experience includes serving as Quality Assurance Review Team Lead, North Central team member, professional consultant as Milestone Enterprises Inc, District Coach to Wyoming Title I grant schools, Statewide System of Support Lead, District Superintendent, Curriculum Director, Principal, Teacher--Upper Elementary, Middle School, Community College, Professor of Education, Research, Literacy, Leadership, and Administrative classes. Other graduate-level learner facilitation was with the University of Phoenix Online courses-- Educational Finance and Budget, The Role and Functions of the Principal, & Human Relations and Organizational Behavior in Education.</p> |
| Dr. JoAnn Stevens | <p>Dr. Stevens is a retired Middle School & High School Principal. She has K-12 teaching experience in Nebraska, as well as Middle School Assistant Principal, Middle School Principal, High School Assistant Principal and High School Principal experience in Nebraska and Kansas. She has a B.A., M.A., Ed.S. and Ed.D. from the University of Nebraska. Her experience in school improvement includes coordinating school and district school improvement programs, serving on external review teams, as well as serving as an external review leader.</p> |
| Dr. Beth L Taylor | <p>Dr. Taylor currently serves as the Director of Secondary Education for Greenwood School District 50 in Greenwood, SC. Prior to that time she served as the Principal of Greenwood High School in Greenwood, SC and the Principal of Abbeville High School in Abbeville, SC. She began her career in education as a classroom teacher and athletic coach.</p> <p>Dr. Taylor holds a Ph.D. and a Masters in Educational Administration from the University of South Carolina. She also holds a Master of Education from Lander University in South Carolina and a Bachelor of Business Administration from The Ohio State University in Ohio and a Bachelor of Science in Physical Education and Health from Erskine College in South Carolina.</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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