

# Report of the External Review Team for Broward County Public Schools

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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

Broward County Public Schools is the sixth largest school district in the United States and the third largest accredited in Florida serving 230,226 students in 224 schools. The student population represents 208 countries and 181 different languages.

Planning for the External Review for Broward County Public Schools began in late spring, 2016. The Lead Evaluator made initial contact with the Coordinator of School Improvement and provided several preplanning documents including a draft schedule and a "Setting the Stage" planning document. On July 6, 2016 the Lead Evaluator conducted an onsite previsit with the school system to review process and begin the discussion of logistics for the work of the team.

The Team consisted of 41 Team members representing South Carolina, North Carolina, Wyoming, Alabama, Virginia, Mississippi, Georgia, Oregon, and Florida. Additionally, one Team member and three observers were a part of the group representing the Al Ma'arif Education Group from Riyadh, Saudi Arabia. These professionals were part of the group at the request of the International Division of AdvancED to provide an on-site training opportunity for them as they anticipate a system review in the spring of 2017. These 44 professionals brought to this Review over 1,250 years of experience.

In preparation for the Review, the Lead Evaluator prepared a recorded Go To Meeting to acquaint the Team members with expectations for planning for the Review as well as a review of logistics. Team members were divided into Standard Teams, each led by a Standards Captain. A specific description of the role of Standards Captains and daily responsibilities were provided to all Standards Captains. All Team members joined the AdvancED Broward Team "class" set up in the Remind app. This app provided an effective real-time two way communication tool for the Lead Evaluator and Team members to remain in constant contact.

The initial planning and orientation meeting for Team members was held at the Marriott Hotel conference room beginning at 4:00 p.m. on Sunday, October 23, 2016. Standards Captains met at 2:00 p.m. for some initial planning for the Review. Following this planning session, the Team was joined by the Superintendent and members of the Superintendent's Cabinet for a catered meal in the conference room. Following the meal, the Superintendent provided an overview of the school system for the Team and system guests.

On Monday, October 24, 2016, the Team began the day's activities at the Pompano Administrative Center. Following breakfast, the Team was welcomed by the Director of the Office of Service Quality. Presentations were then made to the Team with respect to the system's Strategic Plan by the Chief of Operations and Strategy. A review of student performance data and stakeholder feedback data was then presented by the Chief Academic Officer.

The Team then divided into three groups by Domain (Teaching and Learning, Leadership Capacity, and Resource Utilization) to interview with individuals at the system level who could best inform the team. Ninety minutes were allotted to allow the Team members the opportunity to interact with the system representatives. During this time frame, the Lead Evaluator met with the Superintendent to gain insight into the system's goals and plans for the future.

Given the size of the External Review Team and the size of the school system, the schedule was developed to allow 30 of the Team members to conduct on site school reviews in the afternoon and to allow 10 Team members to continue interviews at the Administrative Center.

Broward County Public Schools board members were interviewed individually by the remaining Team members at the Administrative Center. Six board members were present for the interviews and the remaining three had interviews by phone with Team members.

Following a lunch break, the Team interviewed principals from the elementary, middle, and high schools who were not hosting an onsite review. There were over 50 principals present for these interviews.

Twenty-six parents attended the parent interview session to conclude the Team's activities on site. The Team members returned to the hotel for an evening debriefing session and dialogue around the findings of the day.

On Tuesday, October 25, 2016, the External Review Team made onsite visits to 40 schools across the system selected by the Lead Evaluator in concert with the school system. A specific process was followed to identify



the schools that best represent the school system as a whole. This process took into account grade level structures (elementary, middle, high and K-8), demographics, socioeconomic factors and geographic location. These 40 schools along with the 15 visited on Monday represent over 25% of the system's schools.

In each case the on-site review began with an interview with the school's leadership team. The External Review Team predetermined these questions based on the review of the system Accreditation Report and accompanying artifacts. This was an intentional attempt to look at the schools in a systemic fashion to establish an understanding of patterns across the 55 institutions. The Team acknowledges the warm welcome at every school site. While present on each campus, the Team members invited students to participate in a series of student interviews. Over 400 students were interviewed and student voices yielded much insight and information to the External Review process. The Team left written feedback for most every classroom teacher visited.

Teams spent one half day on each campus with a significant amount of time spent on classroom observations using the Effective Learning Environments Observation Tool (eleot®). Minimum observation time in each classroom was 20 minutes. The findings from these observations appear in this report with a summary of conclusions. These results provided considerable support for the findings of the Team. These scores do not have any mathematical impact on the system's Index of Education Quality (IEQ) but provide insight with respect to a number of the Standards, particularly with respect to Standard 3, Teaching and Assessing for Learning. It is noteworthy that over the course of the Review, over 500 observations were conducted which equates to over 170 hours of instruction observed.

The Team returned to the hotel to review the information from the observations. The Standards Teams deliberated and arrived at Standard Indicator ratings for all 35 Indicators. Based on this information, the Team reached consensus on findings crafted as Powerful Practices, Opportunities for Improvement and Improvement Priorities. The Team reviewed the scores and the resulting IEQ.

On Wednesday morning the Team returned to the Pompano Administrative Center to finalize the findings to develop an Oral Exit Report of the findings to be presented in the afternoon, the purpose of which was to provide a clear roadmap to move the system forward in its continuous improvement journey.

After lunch, the Lead Evaluator and Standard Captains met with the system's Superintendent to discuss the findings and to offer a time for questions and answers to assure clarity.

At 2:30 p.m., the Lead Evaluator presented the Oral Exit Report to the school board and system stakeholders in the Pompano Beach High School Auditorium. The presentation concluded with a video of the Team's experiences in Broward County Public Schools district.

The Team applauds the system on its reflective Internal Review process. The Team wishes to thank the Coordinator for School Improvement and others in providing a quality system of artifacts for the Team's review prior to the on-site activities. This was a monumental undertaking given the size of the school 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	9
Administrators	307
Instructional Staff	401
Support Staff	98
Students	436
Parents/Community/Business Leaders	35
<b>Total</b>	<b>1287</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.	2.80	2.69
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.	2.66	2.49
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00	2.59
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.90	2.71
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.80	2.58
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.	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.	2.41	2.97
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.	2.46	2.50
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.	2.22	2.47
3.11	All staff members participate in a continuous program of professional learning.	2.10	2.65
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.83	2.64

### 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.	3.10	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.	2.56	2.49
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.12	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.	2.46	2.50
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.	3.10	2.75

### 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

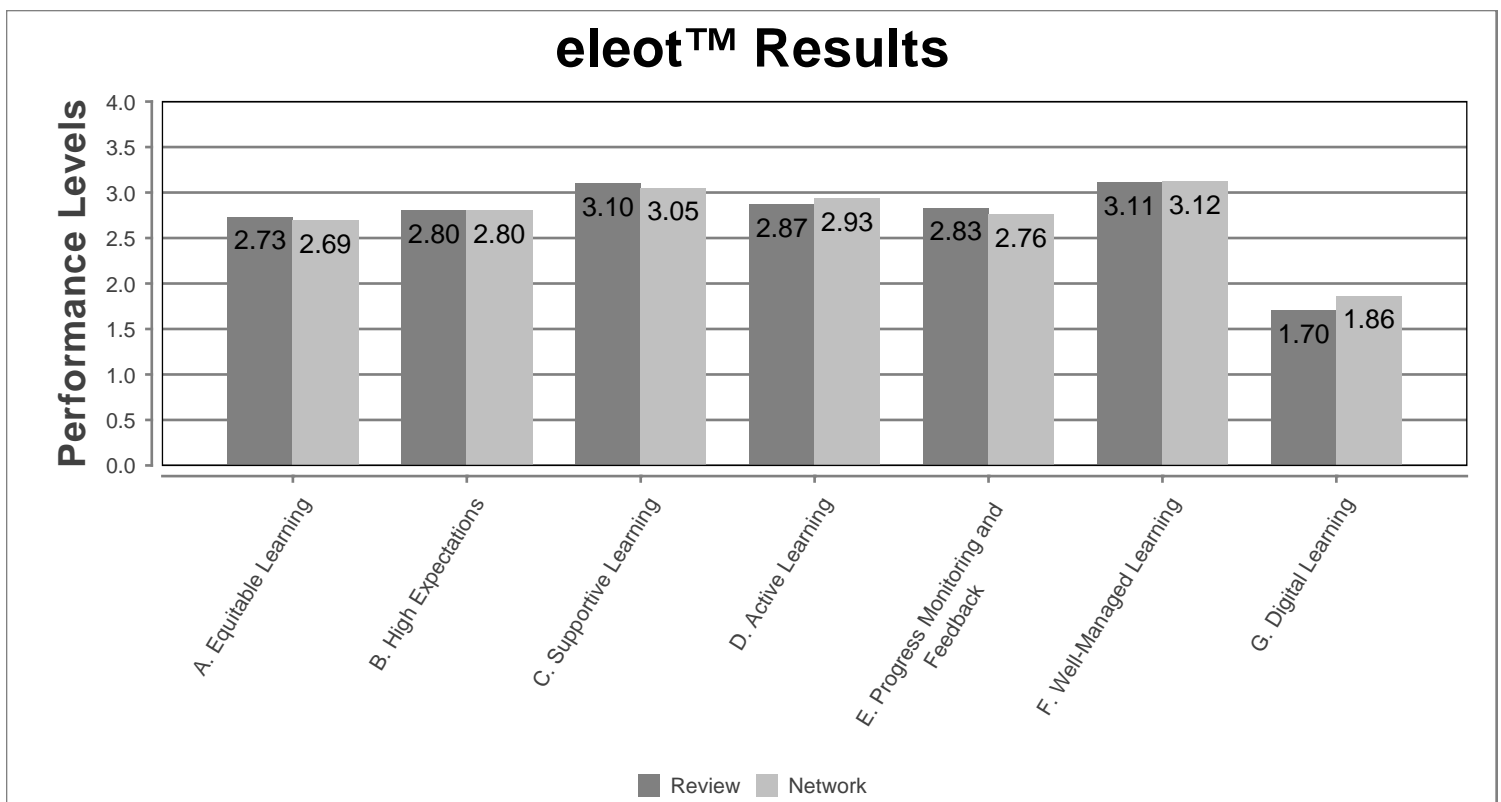
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.33
Test Administration	3.00	3.52
Equity of Learning	2.16	2.54
Quality of Learning	3.00	2.96

## 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 eleot® to observe 517 classrooms across 55 institutions in Broward County Public Schools. The seven areas of the learning environment were scored by 41 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 2.73 to a 3.11 average. The Digital Learning Environment was a 1.70. The three highest domains were Supportive Learning Environment (3.10), Well-Managed Learning Environment (3.11) and Active Learning Environment (2.87) and were above the AdvancED network average (AEN). The two lowest scoring domains were Equitable Learning Environment (2.73) and Digital Learning Environment (1.70). Active Learning and Digital Learning were the only two environments below the AEN average (Active Learning 2.87/2.93) (Digital Learning 1.70/1.86).

The five highest sub-scores overall were F.1 "Speaks and interacts respectfully with teacher(s) and peers" (3.41); F.2 "Follows classroom rules and works well with others (3.35); C.2 "Demonstrates positive attitude about the classroom and learning (3.29); F.5 "Knows classroom routines, behavioral expectations and consequences (3.28); and A.2 "Has equal access to classroom discussions, activities, resources, technology, and support (3.27). These scores support the overall findings of the External Review Team during the Review. The Team observed students at all grade levels were 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 backgrounds/cultures/difference" (1.98) and B.3 "Is provided exemplars of high quality work" (2.22). Broward County Public Schools may wish to pay some attention to this information as the district reports that over 208 countries and 181 languages are represented in its student body.

Scores on the elect observations verify the evidence gathered in the artifacts and interviews. An Improvement Priority (3.3, 3.6) has been defined in this report with respect to curricular unity and clear instructional process expectations. The elect results from over 172 hours of classroom instruction as reported in this summary provide support for this finding.

Student use of technology was not systemic throughout the school nor did it appear to be a priority. 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 require 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.

Leadership and staff at the school were supportive and facilitated elect observations by providing, maps, schedules, and easy access to classrooms. Discussion by the External Review Team as they shared the elect 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.	2.52	Has differentiated learning opportunities and activities that meet her/his needs	22.82%	35.01%	13.93%	28.24%
2.	3.27	Has equal access to classroom discussions, activities, resources, technology, and support	40.23%	48.36%	9.67%	1.74%
3.	3.15	Knows that rules and consequences are fair, clear, and consistently applied	36.56%	47.00%	11.22%	5.22%
4.	1.98	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	11.41%	22.63%	18.18%	47.78%
<b>Overall rating on a 4 point scale: 2.73</b>						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.12	Knows and strives to meet the high expectations established by the teacher	34.43%	47.20%	14.12%	4.26%
2.	3.01	Is tasked with activities and learning that are challenging but attainable	27.27%	50.10%	18.76%	3.87%
3.	2.22	Is provided exemplars of high quality work	15.09%	28.05%	20.50%	36.36%
4.	2.88	Is engaged in rigorous coursework, discussions, and/or tasks	23.40%	46.62%	24.56%	5.42%
5.	2.76	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	24.76%	39.46%	22.44%	13.35%
<b>Overall rating on a 4 point scale: 2.80</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.	3.22	Demonstrates or expresses that learning experiences are positive	37.91%	47.97%	12.19%	1.93%
2.	3.29	Demonstrates positive attitude about the classroom and learning	41.78%	46.62%	10.64%	0.97%
3.	3.08	Takes risks in learning (without fear of negative feedback)	35.40%	44.49%	12.57%	7.54%
4.	3.18	Is provided support and assistance to understand content and accomplish tasks	38.30%	45.45%	12.57%	3.68%
5.	2.70	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	25.92%	38.10%	16.44%	19.54%
<b>Overall rating on a 4 point scale: 3.10</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.	3.04	Has several opportunities to engage in discussions with teacher and other students	33.85%	42.17%	17.79%	6.19%
2.	2.39	Makes connections from content to real-life experiences	19.73%	30.17%	19.92%	30.17%
3.	3.17	Is actively engaged in the learning activities	39.85%	39.85%	17.79%	2.51%
<b>Overall rating on a 4 point scale: 2.87</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.	2.80	Is asked and/or quizzed about individual progress/learning	25.34%	41.97%	20.50%	12.19%
2.	3.00	Responds to teacher feedback to improve understanding	28.43%	49.13%	16.05%	6.38%
3.	3.03	Demonstrates or verbalizes understanding of the lesson/content	29.21%	48.74%	17.41%	4.64%
4.	2.52	Understands how her/his work is assessed	21.86%	35.40%	15.28%	27.47%
5.	2.80	Has opportunities to revise/improve work based on feedback	27.27%	40.43%	17.41%	14.89%
<b>Overall rating on a 4 point scale: 2.83</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.	3.41	Speaks and interacts respectfully with teacher(s) and peers	51.45%	40.43%	6.00%	2.13%
2.	3.35	Follows classroom rules and works well with others	47.00%	42.75%	8.12%	2.13%
3.	2.93	Transitions smoothly and efficiently to activities	36.17%	35.01%	14.70%	14.12%
4.	2.60	Collaborates with other students during student-centered activities	30.95%	26.31%	14.51%	28.24%
5.	3.28	Knows classroom routines, behavioral expectations and consequences	44.49%	41.39%	11.80%	2.32%
<b>Overall rating on a 4 point scale: 3.11</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.92	Uses digital tools/technology to gather, evaluate, and/or use information for learning	17.41%	12.57%	14.31%	55.71%
2.	1.62	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	11.80%	9.09%	7.93%	71.18%
3.	1.56	Uses digital tools/technology to communicate and work collaboratively for learning	10.06%	8.51%	9.09%	72.34%
<b>Overall rating on a 4 point scale: 1.70</b>						

## Findings

### Improvement Priority

Unify the district instructional processes to ensure the implementation of a rigorous systemic and systematic instructional framework in support of student achievement:

(Indicator 3.3, Indicator 3.6)

#### Primary Indicator

Indicator 3.6

#### Evidence and Rationale

Based on classroom observations and responses to interview questions, the External Review Team determined that there are widespread inconsistencies in the delivery of rigorous engaging instruction across the schools in the district. While some classrooms observed presented high levels of instructional quality, it was not the norm in all classrooms in the sample of schools visited. In most classrooms, the Team found compliance engagement instead of authentic engagement between the teacher and students. A thorough review of artifacts provided by the district did not reveal a clear, district-wide instructional model. Such a model would include an expectation for a clear understanding and unpacking of the current Florida standards and ongoing professional development.

To establish and maintain high quality teaching standards, it is essential to consider Broward County Public Schools' instructional practice model as well as the observation instrument to guide teacher effectiveness that results in increased student achievement.

## **Opportunity For Improvement**

Develop and implement a continuous program of professional learning aligned to the district's strategic plan that includes adequate time and resources focused on interpretation, use and evaluation of data for professional and support staff.

(Indicator 5.3, SP4. Equity of Learning)

### Primary Indicator

Indicator 5.3

### Evidence and Rationale

Interviews with professional staff at the school level indicated that data are collected and made available to them from a variety of assessments including the state-wide assessment system. These interviews also indicate that classroom teachers feel somewhat less confident in understanding and using the data in ways that will impact their teaching and assessment strategies. The direct impact of data on changing teaching practice is not obvious. The system prepopulates data into each School Improvement Plan which allows them to concentrate on action steps. System leaders identified this as one of their areas in need of improvement and rated themselves at Level 2. With a clear focus on High Quality Instruction, data must be accessible, understood, and utilized by teachers to design and implement rigorous and customized instruction. Data utilized effectively in this way will also support the Improvement Priority outlining the need to unify district instructional processes.

Professional development designed specifically to align data analysis at the school and classroom will equip teachers with the skills and strategies to effectively achieve school-wide and system-wide goals and priorities.

## **Opportunity For Improvement**

Establish a common grading and reporting system based on clearly defined criteria that represent each student's attainment of content knowledge and skills.

(Indicator 3.10)

### Primary Indicator

Indicator 3.10

### Evidence and Rationale

Little evidence was presented to the External Review Team that a system's approach to common grading and reporting practices was in place. Through teacher interviews, observations and a review of artifacts the External Review Team found little consistency in grading and reporting processes across the district.

Clearly defining grading and reporting criteria that are consistent across grade levels and schools will ensure reliability, equity, consistency and comparability of content knowledge and skills across the district. Defined performance will enable students and parents to better understand achievement results.

**Powerful Practice**

Through the reallocation of resources, the district has developed and implemented a succession planning process that acknowledges and rewards exemplary leadership and provides opportunities for building local leadership capacity at the school and system level.

(Indicator 3.7)

Primary Indicator

Indicator 3.7

Evidence and Rationale

Through interviews and a review of artifacts, it was evident that the BCPS has established a written protocol for identifying strong leaders. This process has been implemented for two years and is resulting in a pipeline of leadership capacity that meets the system's needs with efforts to provide for seamless transitions, support and professional development.

Building internal leadership capacity benefits the system through smooth transitions that enhance consistency through administrative changes.

# 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.	3.15	2.68
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.	3.15	2.68
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.	3.15	2.90
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.	3.15	2.65

## 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.	2.20	2.97
2.2	The governing body operates responsibly and functions effectively.	1.83	2.96
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.	1.88	3.17
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.98	3.03
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.98	2.74



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.	2.71	2.70

## 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	3.00	3.42
Stakeholder Feedback Results and Analysis	3.00	3.03

## Findings

### Improvement Priority

Develop, implement and regularly evaluate a framework for board evaluation based on the system's core values and is in line with best practices as defined by the Florida School Board Association with the necessary professional development for quality implementation.

(Indicator 2.2, Indicator 2.3)

#### Primary Indicator

Indicator 2.3

#### Evidence and Rationale

Interviews of board members and other stakeholders as well as a review of board agendas and recorded board meetings indicate that the Broward County Public Schools Board of Trustees meets regularly for two workshop sessions and two board meetings per month oftentimes for extended periods of time. Recorded sessions available online indicate that some may last as long as 7+ hours. Such commitment of time removes various Cabinet members and the Superintendent from the work of the district for extended periods of time and has an effect on their ability to complete their responsibilities in a timely fashion and with fidelity.

The development, implementation and evaluation of such a framework would be effective in assisting the board in achieving the purpose and direction of the school system. Aligned to Standards 2.1, 2.2, and 2.3, such a framework for evaluation and reflection would assure that:

- A reasonable number of agenda items are addressed and are in keeping with the responsibility of the school board. (Indicator 2.2)
- Time is protected for staff, leadership, and board members by conducting quality pre-work for board consideration rather than giving operational directions to staff. (Indicator 2.1)
- Business is conducted in accordance with the school system's code of ethics, policies and procedures, and meeting protocols. (Indicator 2.2)
- Policy direction is given to the Superintendent as a body and not individually. (Indicator 2.2)
- The board's official connection to the operational organization of the system is the Superintendent. (Indicator 2.3)

A review of the BCPS policy manual indicates that approved policies are in place defining roles and responsibilities of the board as well as expectations with respect to professional learning opportunities (BCSD Policies 1005, 1006, 1007).

In keeping with the intent of Standard 2.2, the school board may wish to revisit its current policy with respect to professional learning (Policy 1006) which "encourages" board members to participate in professional learning opportunities.

The Team interviewed six board members personally and three by phone. Information provided by the board members during this interview process indicates that these policies are not consistently followed. Several board members interviewed defined their role as a "problem solver" and cited specific instances where they promised resolution or follow up to the complainants. Further indication that the board is not functioning appropriately is the recent Superintendent evaluation process. Interviews with board members indicate that they actually concluded with nine distinct evaluations for the Superintendent. Individual conversations with board members seem to indicate that everyone is aware of these areas of concern, but generally feel it is the "other board members" who are not following procedures outlined in the policies.

Interviews with board members indicate that they were unaware of the Self Assessment process conducted during the Internal Review and had not reviewed the findings of the Internal Review reflected in the Indicator ratings. They were also unaware of the results from the surveys administered to staff, parents and students.

To assist the school system and the school board in addressing this Improvement Priority, an external review of board operational practices would be one way to provide a framework for identification of strengths and areas of concern and provide impetus for improvement where warranted. A variety of research-based options are available.

The Broward County Public Schools district has the responsibility of helping the school system reach the mission and vision defined in its Strategic Plan. To that end, it is imperative that this Improvement Priority

receive immediate and concentrated attention.

The leadership and the governance component of district improvement typically involves school boards that prioritize student achievement, develop a strong partnership with the Superintendent around raising student achievement, and sustain the focus for a prolonged period of time.

### **Powerful Practice**

The Superintendent, district office leadership, and school administrators foster a culture of collaboration that supports shared leadership, innovation, and professional growth in an effort to develop high quality leadership to ultimately enhance student achievement.

(Indicator 2.4)

#### Primary Indicator

Indicator 2.4

#### Evidence and Rationale

During interviews with stakeholders, a review of artifacts and school visits, there were several programs to foster leadership. Programs for the development of principals and assistant principals include an application process, interview process, and yearlong professional development provided by district principals and internship. District level cadres provide support for the building level principals, assistant principals, and teacher leaders at the school center. Principals and assistant principals are assigned to a two-year mentoring program to provide support and guidance.

Building leadership capacity is essential for fostering a positive culture, recruiting and retaining leaders and increasing student achievement through a comprehensive leadership mentoring program. By utilizing a systematic comprehensive mentoring program, the district is committed to developing effective leadership across the district.

### **Powerful Practice**

The leadership has committed to a system of continuous improvement through the creation of an office dedicated to the improvement of student learning: The Office of School Performance and Accountability (OSPA).

(Indicator 1.4)

#### Primary Indicator

Indicator 1.4

#### Evidence and Rationale

It was evident through interviews with leadership teams, stakeholders and students that each school participates in a system to ensure that data are used to determine measurable performance targets, next steps, professional development, and shared approaches to instruction. Data chats, using performance data from the Florida State Assessment system (FSA) and selected benchmarks assessments are used across the

district for administrators and teachers to plot student achievement and to determine appropriate interventions. As this evolves, each school should continue to have a progressive approach to analyze specific data as it reflects student learning.

Research shows that data that support student learning and achievement levels are important to the effectiveness of the learning at the school level. A collaborative process ensures that alignment of curriculum, instruction, and assessments will produce a strong focus on improving student achievement through a variety of instructional tools for all staff.

# 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.	3.15	2.87
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.	3.10	2.87
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.10	3.06
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	3.39	2.76

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.	3.12	2.73
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.10	2.72
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.	3.12	2.58
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.	3.02	2.60

## Findings

### Powerful Practice

Broward County Public Schools (BCPS) has secured funding in the form of a bond and grants to provide resources to support the system’s strategic plan. In a time of declining financial support, the district has aggressively pursued and obtained alternative sources of funding.

(Indicator 4.2)

#### Primary Indicator

Indicator 4.2

#### Evidence and Rationale

The system’s website provides an overview of the Safety Music & Art Athletics Renovation Technology (SMART) initiative and a schedule of renovations and/or purchases for specific schools. Interviews and observations confirmed that the SMART initiative has already impacted the schools, particularly in the area of much needed capital improvements and renovations.

According to the superintendent, “We remain focused and relentless in our commitment to deliver on the promises made to the community, and to execute the SMART program with the highest level of integrity. Our children deserve nothing less!” The SMART initiative, funded by the \$800 million bond issuance, has allowed the district to provide essential student services and keep pace with needed technology and facility improvements.

In addition, the system was the only school district in Florida, and the only large urban district in the nation, to receive a new Teacher Incentive Fund (TIF) grant from the U.S. Department of Education. The grant funding totals \$53,808,909, and will be paid over five years. The TIF grant funding supports the system’s use of performance-based compensation and other strategies to increase students’ access to effective educators in high-needs schools.

The superintendent noted that, “Our district is proud to be selected by the U.S. Department of Education for this new Teacher Incentive Fund grant. The grant supports our district’s ongoing focus and efforts to invest in our teachers and classrooms, and to ensuring all students have access to a high-quality education.”

Also, the Wallace Foundation is investing about \$3 million in a significant five-year effort to help BCPS improve the effectiveness of its principal supervisors (cadre directors), so they can better assist and support principals in raising the quality of teaching and learning in schools, and improve their ability to lead schools. The grant would provide BCPS \$500,000 for the first year of the program. There are numerous other examples of successful grant funding that could be cited.

Systems, regardless of their size, need access to sufficient resources and systems of support to be able to engage in actions that result in a cycle of continuous improvement.

# Conclusion

As in all large systems, BCPS continues to grapple with the balance between centralized direction and school autonomy. A predominant theme across the system that has significant impact on each of these areas is the concept of autonomy and the clear need to define the balance between a "systems" approach (somewhat defined by the AdvancED Standards for Quality Systems) and current practices with respect to autonomy of schools and school leadership. While AdvancED does not define structures of organizational structure, it does define clearly the impacts such structures should have on student learning, the conditions that support student learning, and organizational effectiveness. Research is available that tackles this difficult question of centralized direction and "individualized empowerment." Robert Marzano in his book, *District Leadership that Works: Striking the Right Balance* discusses the concept of "defined autonomy." "Defined autonomy creates an effective balance of centralized direction and individualized empowerment that allows building-level staff the stylistic freedom to respond quickly and effectively to student failure" (Solution Tree).

The External Review Team acknowledges that there are several challenges facing the school district. These are challenges that may not have solutions, but provide challenges for the district in achieving its purpose and direction.

Being the sixth largest school district in the country (and the third largest AdvancED accredited system in Florida) presents a real challenge to maintaining a "systems" focus, assuring regular and consistent communication, alignment of instructional processes, the development of support across all communities, and assuring equity across all institutions. Declining resources continue to challenge the system to find alternate ways to fund initiatives deemed in keeping with the purpose and direction of the school system. The system seeks and receives grant funding for a variety of innovative and powerful programs.

The External Review Team in debriefing sessions identified a number of themes that are prevalent in Broward County Public Schools.

A positive culture permeates the organization built on powerful student and teacher relationships. During the course of the review, 436 students were interviewed. One third grade student remarked in response to the question of defining what he/she is most proud of, said, "Everyone talking to each other to help solve problems." Another student referring to his school said "It's the greatest corner of the universe." Students characterize the power of their learning as being housed in their relationships with their teachers and administrators.

There is a clear focus on improvement and a transparency about where the district is, a clear understanding of strengths and areas in need of improvement, and clear and laser-like focus to get there.

Activities, programs, clubs and courses provide all students an opportunity to celebrate diversity and talent.

The school system has moved from a single strategic planning process that spanned three years to a more intense and effective set of three strategic plans, each covering a one-year planning cycle. This change in



practice allows the system to monitor its own efforts toward continuous improvement and recalibrate, and in the words of the superintendent, "sharpens our focus and makes us a more agile organization." The system has crafted this strategic plan around three major areas including High Quality Instruction, Continuous Improvement, and Effective Communication. The school system has a number of accomplishments that reflect attention to these goals including 26 high schools recognized as "American's Most Challenging" by the Washington Post and 16 high schools ranked among the best in the nation by U.S. News and World Report. Ten magnet programs have earned the National Merit Award from Magnet Schools of America. The graduation rate is the highest in five years. The school system has been recognized by the White House for its commitment to computer science for all students. A Global Scholars Program in 17 schools connects middle school students with students around the world. The PROMISE (Preventing Recidivism through Opportunities, Mentoring, Interventions, Supports and Education) provides an intervention-based program to keep students in school and out of the judiciary system.

The school system has focused on enhancing its communication avenues to afford everyone an opportunity for information and input. The size of the school system continues to present a challenge in this area. The school system hosts an annual public forum opportunity for stakeholders (Ed Talk) and conducts "Conversations with the District" which are town hall style meetings for all stakeholders.

It is the Team's profound belief that the Broward County Public Schools district has the capacity and means to continue to reach high levels of teaching and learning. With a governing body clearly and collectively focused on the mission of the system, making decisions that are focused on the "good of the whole," and understanding that their governance roles are the most critical aspect of their work, the school system will be able to address the Improvement Priorities outlined in this report and be able to reach the goals identified in its strategic plan. Under its current dynamic leadership, and a clear and continued focus on its continuous improvement processes, the school system will continue to provide the opportunity for all of its students to "develop dreams" and have the means to reach them.

The Team deliberately focused on areas of utmost urgency and impact to assist the system in its theme of "Moving Forward on the Right Path." The findings contained in this report will assist the system in its strategic focus as identified in its recalibrated three-year strategic pPlan and its annual review and update of progress toward the system's goals.

The Team recognizes that there are powerful practices across all institutions represented across the system and encourages the BCPS to continue to implement a system focus on quality. The finding of this External Review Report will provide an honest appraisal and a framework for continuous improvement.

The Team further reminds the school system that this is a next step in the journey of continuous improvement. With a genuine commitment to school and system improvement, the students of BCPS have nothing to hold them back from continued success at high levels. The school system is encouraged to utilize all the resources available through AdvancED including the survey capacity of eProve ([www.advanced.org](http://www.advanced.org)). The Team suggests that practices and protocols available for this review become a part of the system's regular school and system improvement processes.

## 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:

- Develop, implement and regularly evaluate a framework for board evaluation based on the system's core values and is in line with best practices as defined by the Florida School Board Association with the necessary professional development for quality implementation.
- Unify the district instructional processes to ensure the implementation of a rigorous systemic and systematic instructional framework in support of student achievement:

# 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	275.94	278.94
Teaching and Learning Impact	261.38	268.48
Leadership Capacity	276.22	293.71
Resource Utilization	313.72	286.27

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
Annabel C. Perry Elementary School	304.76	300.00	314.29	305.13
Apollo Middle School	285.71	281.82	285.71	284.62
Atlantic Technical College & Technical High School	366.67	345.45	371.43	361.54
Atlantic West Elementary School	319.05	318.18	271.43	310.26
Attucks Middle School	323.81	318.18	300.00	317.95
Bair Middle School	304.76	318.18	328.57	312.82
Banyan Elementary School	290.48	290.91	285.71	289.74
Bayview Elementary School	309.52	327.27	385.71	328.21
Beachside Montessori Village Elementary	300.00	345.45	357.14	323.08
Bennett Elementary School	309.52	327.27	214.29	297.44
Blanche Ely High School	223.81	236.36	114.29	207.69
Boulevard Heights Elementary School	352.38	390.91	385.71	369.23
Boyd H. Anderson High School	252.38	263.64	200.00	246.15
Bright Horizons School	333.33	336.36	357.14	338.46
Broadview Elementary School	290.48	281.82	300.00	289.74
Broward Estates Elementary School	314.29	318.18	314.29	315.38
Broward Virtual Education	338.10	338.46	328.57	336.59
Castle Hill Elementary School	271.43	281.82	214.29	264.10
Central Park Elementary School	309.52	327.27	314.29	315.38
Challenger Elementary School	347.62	327.27	342.86	341.03
Chapel Trail Elementary School	319.05	309.09	271.43	307.69
Charles Drew Elementary Magnet School	285.71	290.91	285.71	287.18

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Charles W. Flanagan High School	328.57	354.55	342.86	338.46
Coconut Creek Elementary School	333.33	345.45	285.71	328.21
Coconut Creek High School	266.67	254.55	242.86	258.97
Coconut Palm Elementary School	323.81	327.27	342.86	328.21
Colbert Elementary Magnet School	280.95	309.09	357.14	302.56
College Academy at Broward College	366.67	345.45	385.71	364.10
Collins Elementary School	309.52	327.27	300.00	312.82
Cooper City Elementary School	357.14	390.91	357.14	366.67
Cooper City High School	319.05	354.55	328.57	330.77
Coral Cove Elementary School	352.38	372.73	300.00	348.72
Coral Glades High School	271.43	327.27	285.71	289.74
Coral Park Elementary School	285.71	281.82	285.71	284.62
Coral Springs Elementary School	271.43	300.00	257.14	276.92
Coral Springs High School	328.57	336.36	271.43	320.51
Coral Springs Middle School	357.14	354.55	328.57	351.28
Country Hills Elementary School	285.71	290.91	285.71	287.18
Country Isles Elementary School	290.48	318.18	257.14	292.31
Cresthaven Elementary School	314.29	336.36	300.00	317.95
Croissant Park Elementary School	309.52	336.36	314.29	317.95
Cross Creek School	338.10	390.91	385.71	361.54
Crystal Lake Middle School	304.76	300.00	328.57	307.69
Cypress Bay High School	309.52	336.36	385.71	330.77
Cypress Elementary School	271.43	290.91	242.86	271.79
Cypress Run Education Center	276.19	263.64	314.29	279.49
Dania Elementary School	328.57	336.36	300.00	325.64
Dave Thomas Education Center	276.19	281.82	314.29	284.62
Davie Elementary School	357.14	363.64	357.14	358.97

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Deerfield Beach Elementary School	295.24	309.09	314.29	302.56
Deerfield Beach High School	333.33	354.55	385.71	348.72
Deerfield Beach Middle School	252.38	254.55	242.86	251.28
Deerfield Park Elementary School	328.57	354.55	342.86	338.46
Dillard Elementary School	233.33	281.82	214.29	243.59
Dillard High School	304.76	318.18	285.71	305.13
Discovery Elementary School	319.05	345.45	328.57	328.21
Dolphin Bay Elementary School	271.43	309.09	257.14	279.49
Driftwood Elementary School	266.67	290.91	285.71	276.92
Driftwood Middle School	328.57	309.09	357.14	328.21
Eagle Point Elementary School	290.48	309.09	300.00	297.44
Eagle Ridge Elementary School	338.10	318.18	328.57	330.77
Embassy Creek Elementary School	242.86	245.45	257.14	246.15
Endeavour Primary Learning Center	266.67	300.00	285.71	279.49
Everglades Elementary School	309.52	345.45	300.00	317.95
Everglades High School	276.19	300.00	228.57	274.36
Fairway Elementary School	295.24	290.91	271.43	289.74
Falcon Cove Middle School	290.48	272.73	285.71	284.62
Flamingo Elementary School	328.57	345.45	314.29	330.77
Floranada Elementary School	290.48	318.18	271.43	294.87
Forest Glen Middle School	300.00	318.18	328.57	310.26
Forest Hills Elementary School	319.05	309.09	285.71	310.26
Fort Lauderdale High School	338.10	336.36	300.00	330.77
Fox Trail Elementary School	328.57	372.73	314.29	338.46
Gator Run Elementary School	266.67	272.73	271.43	269.23
Glades Middle School	271.43	290.91	214.29	266.67
Griffin Elementary School	319.05	318.18	300.00	315.38
Gulfstream Academy of Hallandale Beach	314.29	309.09	328.57	315.38
Hallandale Adult Community Center	266.67	218.18	242.86	248.72

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Hallandale All Magnet High School	266.67	263.64	228.57	258.97
Harbordale Elementary School	309.52	354.55	314.29	323.08
Hawkes Bluff Elementary School	352.38	390.91	357.14	364.10
Heron Heights Elementary School	238.10	290.91	285.71	261.54
Hollywood Central Elementary School	352.38	336.36	300.00	338.46
Hollywood Hills Elementary School	271.43	309.09	271.43	282.05
Hollywood Hills High School	295.24	336.36	328.57	312.82
Hollywood Park Elementary School	290.48	336.36	271.43	300.00
Horizon Elementary School	266.67	309.09	257.14	276.92
Indian Ridge Middle School	390.48	390.91	400.00	392.31
Indian Trace Elementary School	323.81	318.18	328.57	323.08
J. P. Taravella High School	271.43	327.27	300.00	292.31
James S. Hunt Elementary School	285.71	300.00	271.43	287.18
Lake Forest Elementary School	300.00	309.09	285.71	300.00
Lakeside Elementary School	342.86	363.64	328.57	346.15
Lanier-James Education Center	333.33	318.18	357.14	333.33
Larkdale Elementary School	271.43	281.82	285.71	276.92
Lauderdale Lakes Middle School	261.90	281.82	300.00	274.36
Lauderhill 6-12	295.24	272.73	300.00	289.74
Lauderhill Paul Turner Elementary School	285.71	318.18	300.00	297.44
Liberty Elementary School	376.19	363.64	300.00	358.97
Lloyd Estates Elementary School	323.81	290.91	300.00	310.26
Lyons Creek Middle School	352.38	345.45	300.00	341.03
Manatee Bay Elementary School	314.29	309.09	257.14	302.56
Maplewood Elementary School	276.19	318.18	171.43	269.23
Margate Elementary School	304.76	318.18	328.57	312.82

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Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Margate Middle School	309.52	300.00	285.71	302.56
Martin Luther King Elementary School	280.95	263.64	271.43	274.36
Mary M. Bethune Elementary School	300.00	263.64	328.57	294.87
McArthur High School	309.52	363.64	328.57	328.21
McNab Elementary School	304.76	318.18	300.00	307.69
McNicol Middle School	319.05	290.91	328.57	312.82
Meadowbrook Elementary School	309.52	327.27	300.00	312.82
Millennium Middle School	390.48	381.82	285.71	369.23
Miramar Elementary School	290.48	318.18	285.71	297.44
Miramar High School	285.71	300.00	285.71	289.74
Mirror Lake Elementary School	280.95	290.91	314.29	289.74
Monarch High School	376.19	345.45	285.71	351.28
Morrow Elementary School	285.71	290.91	285.71	287.18
New Renaissance Middle School	342.86	327.27	328.57	335.90
New River Middle School	257.14	272.73	257.14	261.54
Nob Hill Elementary School	271.43	281.82	257.14	271.79
Norcrest Elementary School	285.71	309.09	228.57	282.05
North Andrews Gardens Elementary School of the Arts	295.24	309.09	285.71	297.44
North Fork Elementary School	271.43	300.00	314.29	287.18
North Lauderdale Elementary School	285.71	290.91	257.14	282.05
North Side Elementary School	300.00	336.36	271.43	305.13
Northeast High School	261.90	300.00	228.57	266.67
Nova Blanche Forman Elementary School	338.10	345.45	342.86	341.03
Nova Dwight D. Eisenhower Elementary School	276.19	290.91	285.71	282.05
Nova High School	328.57	336.36	357.14	335.90
Nova Middle School	328.57	354.55	300.00	330.77
Oakland Park Elementary School	309.52	272.73	285.71	294.87
Oakridge Elementary School	280.95	272.73	300.00	282.05

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Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Olsen Middle School	300.00	309.09	300.00	302.56
Orange Brook Elementary School	333.33	354.55	342.86	341.03
Oriole Elementary School	276.19	281.82	300.00	282.05
Palm Cove Elementary School	314.29	300.00	300.00	307.69
Palmview Elementary School	304.76	318.18	200.00	289.74
Panther Run Elementary School	352.38	318.18	328.57	338.46
Park Lakes Elementary School	323.81	309.09	328.57	320.51
Park Ridge Elementary School	204.76	254.55	200.00	217.95
Park Springs Elementary School	300.00	318.18	314.29	307.69
Park Trails Elementary School	304.76	327.27	328.57	315.38
Parkside Elementary School	285.71	309.09	271.43	289.74
Parkway Middle School of the Arts	276.19	309.09	242.86	279.49
Pasadena Lakes Elementary School	314.29	309.09	214.29	294.87
Pembroke Lakes Elementary School	328.57	390.91	314.29	343.59
Pembroke Pines Elementary School	295.24	318.18	300.00	302.56
Peters Elementary School	271.43	318.18	257.14	282.05
Pine Ridge Education Center	261.90	281.82	271.43	269.23
Pines Lakes Elementary School	309.52	363.64	342.86	330.77
Pines Middle School	309.52	290.91	300.00	302.56
Pinewood Elementary School	300.00	336.36	300.00	310.26
Pioneer Middle School	347.62	372.73	342.86	353.85
Piper High School	276.19	281.82	285.71	279.49
Plantation Elementary School	228.57	263.64	242.86	241.03
Plantation High School	228.57	263.64	171.43	228.21
Plantation Middle School	285.71	300.00	300.00	292.31
Plantation Park Elementary School	295.24	309.09	285.71	297.44
Pompano Beach Elementary School	242.86	300.00	271.43	264.10
Pompano Beach High School	295.24	336.36	314.29	310.26

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Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Pompano Beach Middle School	376.19	354.55	400.00	374.36
Quiet Waters Elementary School	276.19	336.36	385.71	312.82
Ramblewood Elementary School	280.95	336.36	285.71	297.44
Ramblewood Middle School	357.14	363.64	328.57	353.85
Rickards Middle School	304.76	272.73	285.71	292.31
Riverglades Elementary School	242.86	290.91	271.43	261.54
Riverland Elementary School	280.95	336.36	285.71	297.44
Riverside Elementary School	314.29	363.64	300.00	325.64
Robert C. Markham Elementary School	295.24	281.82	300.00	292.31
Rock Island Elementary School	300.00	327.27	300.00	307.69
Royal Palm Elementary School	309.52	318.18	300.00	310.26
Sanders Park Elementary Magnet School	280.95	290.91	271.43	282.05
Sandpiper Elementary School	304.76	318.18	300.00	307.69
Sawgrass Elementary School	285.71	318.18	300.00	297.44
Sawgrass Springs Middle School	238.10	245.45	257.14	243.59
Sea Castle Elementary School	285.71	281.82	228.57	274.36
Seagull Alternative High School	280.95	309.09	257.14	284.62
Seminole Middle School	295.24	318.18	328.57	307.69
Sheridan Hills Elementary School	319.05	336.36	328.57	325.64
Sheridan Park Elementary School	300.00	318.18	357.14	315.38
Sheridan Technical High School	257.14	290.91	328.57	279.49
Silver Lakes Elementary School	314.29	345.45	314.29	323.08
Silver Lakes Middle School	280.95	300.00	300.00	289.74
Silver Palms Elementary School	295.24	318.18	285.71	300.00
Silver Ridge Elementary School	290.48	318.18	271.43	294.87
Silver Shores Elementary School	290.48	300.00	271.43	289.74
Silver Trail Middle School	261.90	300.00	242.86	269.23

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
South Broward High School	347.62	372.73	342.86	353.85
South Plantation High School	323.81	372.73	328.57	338.46
Stephen Foster Elementary School	304.76	300.00	314.29	305.13
Stirling Elementary School	247.62	272.73	242.86	253.85
Stoneman Douglas High School	280.95	281.82	271.43	279.49
Stranahan High School	295.24	309.09	242.86	289.74
Sunland Park Academy	347.62	363.64	385.71	358.97
Sunrise Middle School	295.24	290.91	257.14	287.18
Sunset Lakes Elementary School	352.38	381.82	342.86	358.97
Sunshine Elementary School	319.05	309.09	300.00	312.82
Tamarac Elementary School	290.48	300.00	285.71	292.31
Tedder Elementary School	290.48	281.82	257.14	282.05
Tequesta Trace Middle School	285.71	290.91	285.71	287.18
The Quest Center	314.29	281.82	342.86	310.26
Thurgood Marshall Elementary School	276.19	281.82	314.29	284.62
Tradewinds Elementary School	323.81	345.45	314.29	328.21
Tropical Elementary	309.52	363.64	385.71	338.46
Village Elementary School	300.00	290.91	228.57	284.62
Virginia Shuman Young Elementary School	342.86	318.18	328.57	333.33
Walker Elementary School	304.76	318.18	328.57	312.82
Walter C. Young Middle School	328.57	372.73	257.14	328.21
Watkins Elementary School	295.24	290.91	285.71	292.31
Welleby Elementary School	295.24	290.91	328.57	300.00
West Broward High School	304.76	309.09	300.00	305.13
West Hollywood Elementary School	300.00	327.27	271.43	302.56
Westchester Elementary School	333.33	345.45	342.86	338.46
Western High School	314.29	354.55	300.00	323.08
Westglades Middle School	323.81	336.36	342.86	330.77
Westpine Middle School	285.71	327.27	242.86	289.74

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Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Westwood Heights Elementary School	300.00	309.09	328.57	307.69
Whiddon-Rogers Education Center	295.24	309.09	328.57	305.13
Whispering Pines School	319.05	336.36	342.86	328.21
William Dandy Middle School	342.86	363.64	314.29	343.59
William T. McFatter Technical Center	371.43	381.82	371.43	374.36
Wilton Manors Elementary School	333.33	372.73	342.86	346.15
Wingate Oaks Center	385.71	400.00	371.43	387.18
Winston Park Elementary School	314.29	354.55	357.14	333.33

# Team Roster

Member	Brief Biography
Dr. W. Darrell Barringer	<p>Dr. Barringer's educational career spans 40+ years. On June 30th, 2012, he retired from Lexington School District One in Lexington, SC after working there for 34 years. During that time, he served as an elementary principal for 29 years and had the privilege of opening two new schools. He has taught grades 2, 3, 4, 5, and 6, served as an Assistant Principal in addition to the Principal role. He has also served with SACS (AdvancED) since 1983 having chaired teams in Egypt, Thailand, India, Saudi Arabia, United Arab Emirates, Qatar, Jordan, Bahrain, Costa Rica, Japan, Guyana, Guatemala and Nicaragua as well as in the U.S. His service has included schools, systems, digital learning institutions, and corporations. Dr. Barringer's BA is in Biblical Education from Columbia International University, and his MEd (Elementary Ed), his EdS (Administration) and PhD (Elementary Ed) are from the University of South Carolina. Dr. Barringer joined the AdvancED family officially on July 1st of 2012 as Director for AdvancED South Carolina.</p>
Dr. Jodi Cronin	<p>Dr. Jodi Cronin serves as the Coordinator of School Improvement and Accreditation for Collier County Public Schools in Naples, Florida. In this position she coordinates the School Improvement Planning process, School Advisory Councils, Differentiated Accountability, and the Florida School Recognition Program. In addition, Mrs. Cronin assists with District Accreditation, MTSS/PBIS, summer school and professional development. She has seventeen years of experience in education serving as a teacher, data specialist, and district trainer for data and assessments. Jodi Cronin holds a Bachelor of Science degree in Elementary Education from the University of Central Florida, Master of Education in Curriculum and Instruction from Florida Gulf Coast University, and a Doctoral Degree from the University of Florida. Jodi has served on twelve district accreditation visits and is trained as an AdvancED lead evaluator.</p>
Dr. Dennis Holt	<p>Dr. Dennis Holt has spent his entire twenty four year educational career in Hillsborough County Public Schools, where he now serves as Supervisor of Secondary Social Studies Education. In addition to his normal duties he has been tasked by the district to oversee AdvancED/Southern Association of Colleges and Schools (SACS) accreditation. He is a member of the Florida Council for AdvancED/SACS. He is also an adjunct professor of social studies education at the University of South Florida.</p>
Mrs. Selma B Allen	<p>Selma Allen retired as an administrator with 35 years of experience with Halifax County Schools, North Carolina. During those 35 years she worked as an elementary teacher, middle school assistant principal, elementary principal, and district office administrator.</p> <p>Currently she serves as a field consultant and Lead Evaluator for AdvancED North Carolina. Other AdvancED experiences include service as a state council member, School Lead Evaluator, District Associate Lead Evaluator, and district team member. She has served as Lead Evaluator for school teams in nineteen school systems and has served on district review teams in seven school systems in North Carolina and seven systems in other states across the United States. Selma holds the BA Degree from North Carolina Central University and the MAED from East Carolina University.</p>
Kristy Bedell	<p>Kristy Bedell is currently an Assistant Principal at Coral Shores High School in Tavernier, Florida. She works with mentors, peers and beginning teachers through the Induction Program at the district and is trained as a Professional Development Protocol reviewer. She has also worked with PCG to present Common Core/Florida Standards modules to teachers and administrators. She works with assessments and data usage.</p> <p>Her experience involves PK-12 administration, in addition to teaching middle school math and Algebra, ESE, Gifted K-8, Reading, Media, and Technology.</p>

Member	Brief Biography
Ms. Jennifer A Bellinger	Ms. Jennifer Bellinger has been employed with Orange County Public School for 19 years. Ms. Bellinger has served in such capacities as science teacher, SAFE Coordinator, Dean and Assistant Principal. Ms. Bellinger's Assistant Principal experience has been all on the secondary level. Ms. Bellinger has served as Principal of Meadow Woods Middle and Memorial Middle School in Orlando, Florida. Ms. Bellinger currently serves as Principal of Oak Ridge High School in Orlando, Florida.
Mr. Scott P Bouranis	Scott Bouranis is working as a Lead Evaluator for AdvancED, following a 38-year career in public education as a teacher and administrator. Graduating from Salem State College in Salem, Massachusetts in 1977, he began his career in education in North Dakota teaching on an Indian Reservation for six years. His first position as principal was at a K - 6 school in Surrey, North Dakota. From 1987 - 2015 he served as an elementary principal in three New Hampshire districts in schools ranging in size from 85 - 450. In two districts he has been part of consolidation efforts where aging facilities were closed, and children were moved to newer schools. Scott earned an M Ed in Educational Leadership at the University of North Dakota. He continued graduate coursework at U Mass Lowell.
Mrs. Jill J Bramlet	Jill Bramlet is an educator from Wheatland, WY. She currently serves as an Executive Coach and project coordinator for the Wyoming Center for Educational Leadership. As an elementary principal, she worked with teachers on developing and implementing effective Professional Learning Communities to improve instructional practice and student achievement. During her tenure as a principal she served on various state and local boards, including president of the Wyoming Association for Elementary and Middle School Principals. She served as the district's Special Education Director after teaching kindergarten and special education. Upon her retirement as a principal in 2010, she worked for the Wyoming Department of Education as a District Coach for three years. Bramlet also served as the Executive Director to the Wyoming P-16 Education Council prior to her present work as an Executive Coach which has provided her the opportunity to work side-by-side principals serving in priority schools. In addition to assisting schools as an accreditation team member and chair for several years, Bramlet has served as Lead Evaluator on system, school, and Department of Defense schools for more than five years. She received her BA from Black Hills State College and MA from the University of Wyoming in Educational Leadership. She has a strong background in instructional leadership, team collaboration, data collection and analysis, and strategic planning and goal setting.
Dr. James W Brown	Dr. James W. Brown is a graduate of Florida A and M University with a Bachelor of Science degree in Music Education and a Master of Education in Guidance Services. He holds a Doctor of Philosophy degree from Florida State University in the area of Educational Management Systems. He has held employment as a music teacher/band director in Nassau and Gadsden counties in Florida. He also served as a visiting professor at the graduate level in the College of Education at Florida State University. Administrative positions held include curriculum coordinator, assessment coordinator, assistant principal, assistant superintendent for employee relations, assistant superintendent for academic services, and deputy superintendent of schools in the Gadsden School District. He began his association with SACS in the early 1970s serving on school visiting committees and later chairing school visits. He has continued that association to the present time where he is a member of the SACS CASI Florida Council. He is an AdvancED Lead Evaluator and Special Reviewer and has led numerous district and school external reviews. Even though retired, he continues his association with schools and school districts throughout the United States as a consultant for school improvement, organizational development, program evaluation, efficiency reviews, and other areas of educational leadership.

Member	Brief Biography
Mr. Michael A Bugenski	Mike Bugenski is the former director of the Michigan NCA/AdvancED Office and recently was a District Improvement Facilitator on staff at Michigan State University, College of Education, K-12 Outreach. Previously he was an adjunct professor at Oakland University (Michigan) in the educational doctoral program. He is a former secondary teacher and coach, principal, district superintendent, consultant for strategic planning and Leadership Training for 3 Educational Service Agencies in Michigan, Associate Director, Michigan Association of School Administrators and Executive Director, Michigan Institute for Educational Management.
Ms. Suzi P Cabe	Ms. Cabe currently contracts to provide coaching services to early college high schools and serves as an University Supervisor for interns. She received a BS degree in secondary social studies, MA degrees in library science and curriculum/ instruction, and an EdS in educational leadership. Her professional experience includes teaching at the elementary, middle, secondary, and community college levels. Before retirement, she served 15 years as assistant superintendent for curriculum/instruction, testing/accountability, and student information systems. Her association with accreditation spans over 30 years. She currently serves as a NC field consultant for AdvancED, lead evaluator for NC schools, and a team member for out-of-state district, corporate, and distant learning visits.
Dr. Marline Campbell	Dr. Marline started her career as an elementary school teacher. After receiving her Master's Degree in School Counseling became a school counselor. Dr. Campbell later became an Assistant Principal and is now a principal. She has been with the Palm Beach County School System for 17 years; nine of which has been in leadership. Dr. Campbell has also worked as an adjunct professor for Palm Beach Atlantic University and Nova Southeastern University. She is currently employed as an adjunct professor with Grand Canyon- online University and has been doing this for over four years.
Ms. Penny L Christian	Ms. Christian is employed as a Social Studies Instructor at Francis Marion High School in Perry County. She is in her fourth year teaching social studies at Francis Marion School. Previously, she taught at Robert C. Hatch in Perry County for 22 years. Ms. Christian is a graduate of the University of Alabama. She has a Bachelors and Masters degree in Secondary Education Social Studies. In Alabama, she has an A and B teaching certificate. Ms. Christian is an ACCESS teacher. Ms. Christian has served on numerous AdvancED school and district teams both in state and out of state. She is trained to be a lead evaluator in the state of Alabama. Originally, she is from Tuscaloosa County in Alabama. In July 2016, Ms. Christian became a member of the Alabama Council for AdvancED. Presently she lives in Uniontown, Alabama.
Mr. David Corey	David M. Corey 112 Laurel Marsh Way Kingsland, Georgia 31548. Education: MA/Education: Doctoral work/Nova University. Experience: Elementary/Junior High/Middle School Teacher 8 years Elementary/Middle School/ High School Principal 11 years (3 years Virgin Islands) Superintendent of Schools 14 years(Virgin Islands 3 years) Saint Michaels College 4 years(Director of Corporate Education) Adjunct Faculty University of Virgin Islands, Saint Croix (History of Education, Classroom Management ,Education Law, Student Teacher Supervision) Many prior school system visitations (Saudi Arabia cancelled) Areas of interest and experience include: School District Management, School Board Relations, Collective Bargaining

Member	Brief Biography
Mrs. Beth Coryell	<p>Beth Coryell is currently the Director of Curriculum and Instruction for Collier County Public Schools. Mrs. Coryell has served as a middle school English Language Arts teacher, reading coach, and Dean of Discipline for various middle schools in Collier County. She has also served as an assistant principal at an elementary school, Coordinator of Secondary Literacy for the county, and Director of Secondary Programs.</p> <p>Mrs. Coryell is certified in Florida in 6-12 ELA; K-12 Educational Leadership; K-12 ESOL; and K-12 Principalship. She also carries a gifted endorsement and a reading endorsement for the state of Florida.</p>
Mr. Bill Craig	<p>Bill Craig recently completed 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>
Mr. Charles B Dailey	<p>Mr. Dailey served the Lee County School District for the past 31 years in various capacities. He served as a Teacher of Social Studies and Assistant Football and Head Girls Basketball Coach, Coordinator of the Lee County Fathers Program, Coordinator of the Lee County Mentor Program, Dean of Students, Coordinator of Equity and Boundaries LCSD, Coordinator of Desegregation LCSD, Director of Adult and Community Education, Principal of Lee County Alternative Education High and Middle School, Principal of Cape Coral High School, Director of LCSD West/East Transportation, Principal of Alternative Learning Middle School West Zone and recently retired as Principal of Dunbar Community School. Mr. Dailey also served as Chairman of the LCSD Equity and Diversity Committee and has participated with SACS CASI organization for the past 20 years where he served as a member and Lead Evaluator for school visitations, a member and Co-Lead Evaluator for District/System visitations. One of his most noted accomplishments was the 2012 Administrator of the Year Award from the Florida Dept. of Adult and Community Education and the 2012 Image Award Recipient from the Lee County Branch NAACP. Mr. Dailey's most recent award was receiving the Drum Major Award for Education and Service to the Community he was presented a proclamation from the Mayor of Fort Myers as "Charles B. Dailey Day".</p>
Dr. Elisabeth Davis	<p>Dr. Elisabeth Davis has been in education for 18 years, including 4 years as an English teacher and athletic coach, 3 years as a middle school assistant principal, 1 year as a middle school program area specialist, 5 years as a school improvement specialist, and 3 years as an Assistant Superintendent of Curriculum and Instruction. In July 2014, she became the Director of Curriculum and Instruction in a newly formed school system, Pelham City Schools in Pelham, Alabama, and in January 2016 she was named superintendent of Eufaula City Schools in Eufaula, Alabama.</p> <p>Dr. Davis completed her BS degree at Jacksonville State University, her MA and administrative certification at UAB, her Ed.S. at the University of Montevallo, and her Ed.D. at Samford University in 2009.</p> <p>Dr. Davis has participated in AdvancED school and district reviews over the past 7 years, and she firmly believes in the fidelity of the process providing avenues for continuous improvement for schools and for systems. It is one of the most rewarding professional development opportunities that she participates in, as well as positive networking with other professionals. She currently serves as a Lead Evaluator for school reviews and an Associate Lead Evaluator and team member for district reviews.</p>



Member	Brief Biography
Mr. Larry Davis	Mr. Davis has spent of 37 years in education. He enjoyed teaching, being a coordinator of Community/Adult education, administrator for vocational education, coordinator of magnet schools. assistant principal, and principal. He served on the state education task force with governor Bush to review the state grading system and working with poverty schools in the state. He was a principal of many low income schools that received the state grade of "A". He is presently retired and enjoys working with the schools to assist with academic gains.
Dr. David L Dixon	Dr. David Dixon is currently a manager of Teacher Development and Curriculum Management in the College of Continuing Studies at the University of Alabama. In 1980 he began his teaching career in the Shelby County School District in Alabama, where he taught instrumental music Grades 6-12. In 1996 he was appointed Assistant Principal at Columbiana Middle School for three years and later accepted the position of principal at Columbiana Middle School for the remaining seven years of his career in public education. After retirement he served one year as Headmaster of a non-denominational private school in Central Alabama. Dr. Dixon currently serves as an adjunct professor at the University of West Florida. Degrees include: Bachelor of Music Education, Master's in Music Education, Education Specialist Degree in Educational Leadership, and Doctor of Philosophy from the University of Alabama. He has served on both school and district review teams throughout the southeast.
Dr. Ashraf Abdel Aziz Farrag	Dr. Farrag is an Egyptian educational leader, he has a PhD. In Educational Leadership. Moreover a Masters degree in science with a major in Physical Chemistry in addition to MBA. He has an International English Diploma attested from the Egyptian Ministry of Foreign affairs. He has an International IT Diploma from IBM, ICDL and MOS master. He has many authorized certificates from CITA /Power Ed/ AdvancEd through 20 years. He has more than 20 years of experience in International Educational fields. He worked Vice Principal for Akhnaton International Schools - Cairo - for 8 years then Principal of RAC American school in Nasr city (Egypt) for 6 year. In addition he was the General Consultant for Port Said International school in Zamalek. He was a member of the AdvancED External Review team for many schools. He is currently the General Academic Director (CAO) for 12 International Schools in KSA of Ma'arif of Education and Training Company which is the owner of Manarat Int. Schools, FIS, and GHIS in 7 districts in KSA.
Jessie E. Goree	Jessie Goree is a member of the Clayton County Board of Education; elected in August 2008 to represent District 3 and sworn in on September 22, 2008 to complete an unexpired term of the incumbent and currently serving a second term. Her past educational experiences include thirty-one plus years of service with 22 years in the Atlanta Public Schools and more than nine years in Clayton County Public Schools with professional educational experiences which include teaching all subjects in elementary and middle schools with an expertise in mathematics; administrative experience as an Instructional Specialist at the elementary and middle school levels; Title 1 School Improvement Specialist; and Director of the Even Start Family Literacy program in Clayton County Public Schools. Ms. Goree remains actively involved in various community organizations such as memberships in the PTA of all the schools within her district, membership in New Macedonia Baptist Church, the Clayton County NAACP, East Point/College Park Alumnae Chapter of Delta Sigma Theta, Inc., and serves as the President of the Board of Directors of the Krystal Williams Foundation. Her educational background includes a Bachelor's degree in Elementary Education attained at the University of Louisville, a Master's degree from The Ohio State University in Educational Administration, and an Educational Specialist degree in Educational Administration at Troy State University..

Member	Brief Biography
Mr. Joel Dean Hollon	<p>Joel Dean Hollon currently serves as a Specialist in Continuous Improvement and School Choice in the panhandle of Florida. Mr. Hollon holds an M. Ed. in Curriculum and Instruction as well as an Ed. S. in Educational Leadership. Career experience in the roles of classroom teacher, technology coordinator, instructional coach, and specialist has helped shape him into a data-driven problem solver who loves to team with others to make things better. Mr. Hollon's experience with data analysis and systems improvement affords him frequent opportunities to serve on teams that further the efforts of Title I, Differentiated Accountability, School Improvement, and School Choice.</p>
Dr. Peggy B. Johnson	<p>Dr. Johnson has worked in the field of education for 35 years from a preschool to a college teaching experience and is now retired.. She has obtained an Ed. D. in Administration and Leadership and is working toward continuation of contributing to the improvement of education. Having taught English, AP Language, and AP Literature in public and private schools in Texas and Florida, experience was gained in a multiple of classroom situations. As a National Board Certified teacher, Dr. Johnson has served as a supervising teacher for the University of Central Florida and NBCT mentor for many new teachers. Dr. Johnson has served on many school and district committees and served as the Gifted Education Coordinator for the school. Working with AdvancEd has provided experiences in many types of educational facilities and has shown that effective education can fit the needs of any student.</p>
Mr. Darin Jones	<p>Darin Jones currently serves in role of assistant principal at Gainesville High School located in Alachua County. Gainesville High School serves 1850 students. He has been a teacher and dean for 13 years and an administrator for 6 years in the Alachua County Public School District.</p>
Mrs. Bettye F. Lawson	<p>Bettye Lawson worked for the Palm Beach School District as a teacher, area supervisor and school principal. Her work with SACS/AdvancED began as a teacher during the seventies. She has served as the chair of internal review teams, and participated on numerous External Review teams throughout Florida. Since her retirement, she has continued her involvement with the SACS/AdvancED process by updating training and certification and serving on External Review teams.</p>
Ms. Narvelene Lucas	<p>Mrs. Lucas has been involved with the AdvancED Accreditation Review process for over 7 years and has served on numerous teams. She has served on both district and school level accreditation teams. She has a Bachelors degree in Sociology with certification in Social Welfare, a Masters degree in Guidance &amp; Counseling, and Certification in Education Leadership. Her previous work experience includes working as an adult education teacher, career/job placement counselor, middle school Guidance Counselor, elementary Assistant Principal, and Dean of students (discipline). Previously retired, Mrs. Lucas currently works as a Dean at a K-8 school in St. Lucie County.</p>

Member	Brief Biography
<p>Dr. Jay Mathisen</p>	<p>Jay was raised in rural northern Indiana. After earning a bachelor’s degree in social studies education from Western Baptist College (currently Corban University), he began teaching and coaching in a rural high school on the McKenzie River in the fall of 1995. He completed a Master’s Degree in education from Western Oregon University in 2001. During twenty-one years in K-12 education, Jay has served as a middle school and high school teacher, coach, assistant principal and principal, assistant superintendent of human resources, and deputy superintendent.</p> <p>In 2010 Jay began the pursuit of a doctorate in Educational Leadership as a student at George Fox University. 2010 also marked his first visit to the East African nation of Rwanda. Post-genocide education reform in Rwanda became the focus of his doctoral studies, culminating with a dissertation titled: “Education Reform in Rwanda: Impacts of Genocide and Reconstruction on School Systems”. He earned his doctoral degree from George Fox in 2012.</p> <p>Currently, Jay is serving as the Deputy Superintendent with Bend-La Pine Schools, the fifth largest school district in Oregon with an enrollment of 18,000 students. He is a graduate level adjunct professor for George Fox University and Corban University, specializing in teacher preparation courses as a member of the education department faculties of those universities.</p> <p>Jay annually leads teams of educators from Central Oregon to Rwanda to continue working with a local NGO there that trains teachers in best practices in engaging students in their learning. The role of education is increasingly recognized as an integral component in long-term comprehensive development models. This current work in Rwanda is based on a thoughtful local development model that supports local teachers and school leaders in a sustainable capacity building effort.</p>

Member	Brief Biography
<p>Dr. Cheryl McKeever</p>	<p>Dr. Cheryl A. McKeever is currently serving as Principal on Assignment serving as The Acting Director in the Department of Assessment for Palm Beach County Schools since June of 2016. Prior to transitioning to this position Dr. McKeever served as Principal of an Elementary, Middle, and High School in Palm Beach County from July 2000 - June 2016. Serving as a school based Leader, Dr. McKeever was responsible for academic achievement at three of the District's neediest schools. She was instrumental in raising school grades from a "D to a "B" and a "C to an "A" and was able to maintain their high performance ratings during her entire tenure at these Title I schools.</p> <p>Dr. McKeever's monitoring systems for students were adapted and utilized in several of our South Area Title I schools. Her expertise in creating Individual Progress Monitoring systems through user friendly methods allowed teachers to design classroom and individual student strategies that produced a learning environment that was continuous, relevant, and adaptive. Dr. McKeever fostered collegiality and collaboration amongst staff, students and community members.</p> <p>Dr. McKeever identified, analyzed data, and implemented research findings to promote ongoing quality improvement. Dr. McKeever was recognized by the state of Florida for student achievement and overall school performance which ranked Crosspointe Elementary School with the top 100 schools in the State of having successful student Learning Gains.</p> <p>Dr. McKeever also increased the graduation rate at Palm Beach Lakes High School from 68.9% to 72% during her first year and to 82% her second year. Student dropout rate decreased a minimum of 10% during her second year at PBLHS. She's known as a change agent because of her ability to develop and implement procedures, programs, curriculum initiatives, and budgets which promote effective teaching and learning.</p> <p>Crosspointe Elementary School under the Leadership of Dr. McKeever was selected as a recipient of the EXCEEDING EXPECTATIONS AWARD presented by The Educational Technology Advisory Committee (ETAC). Schools identified after a strenuous process involving a review of a selected team from around the State visits the school's classrooms for a day interviewing faculty, students, staff, parents, and community selects winners to present their data monitoring systems at the State conference in May. Crosspointe received an overwhelming unanimous vote of approval.</p> <p>Dr. McKeever is recognized as a National Distinguished Principal by the National Association of Elementary School Principals (NAESP).</p>
<p>Dr. Annette Melton</p>	<p>Dr. Melton has over 30 years of experience at the elementary level. She completed the Ph.D. program for Educational Leadership at the University of South Carolina in 2009 and is currently principal of Kershaw Elementary in Lancaster, SC. She is a trained Lead Evaluator. She has experience as an assistant principal, school counselor and primary teacher. Dr. Melton was a member of the S.C. state council for several years and served as chair during the 2006 year. She served as a Reader Reviewer for school and district reports and has participated in school and district reviews (in and out of state). She and her husband have one son who is a junior at the College of Charleston.</p>
<p>Dr. Ruthann Miller</p>	<p>Teacher K-5, Theatre/Dance/Classroom 8 years                      Assistant Principal 8 years Elementary Level                      Principal 9 years Elementary Level</p> <p>As Principal gains in reading 10%, math 18%, writing 12%, and science 30%. Second year as Principal school grade "A"; first time since school opening in 2001. AYP met in math and writing. Took school from teacher centered to student centered in classrooms. Focus on small group instruction along with grouping students according to need. Presenter for Rick and Rebecca DuFour Sarasota PLC Conference. Reduced suspensions from 385 per year to 35 per year implementing mentoring program at school site. Trainer in Fountas and Pinell Language Literacy Intervention (LLI).</p>

Member	Brief Biography
Mrs. Carmen Pough Banks	Carmen is a retired educator of the South Carolina Department of Education. While at the SCDOE, she served as the team leader for the external review audit process responsible for creating, monitoring and evaluating the processes of school performance and developing systems of extra support. Through various assignments at the Department of Education, she has conducted national and statewide staff development sessions; monitored programs to ensure compliance to state and federal regulations; designed curriculum and related materials; administered an operational budget; conducted effective teacher training sessions; and coached and mentored principals and teachers. Since retiring, she continues to contract with the Department of Education serving as a liaison to selected schools in the state. Her business, Newton James and Associates, LLC, provides staff development for school districts across the country and within South Carolina.
Mrs. Maureen Ryff	Mrs. Maureen Ryff is a retired secondary school social studies instructor and administrator. Mrs. Ryff holds a Bachelor of Arts degree in American History and French, and a Master's Degree in Political Science from the University of Wyoming. Her administrative endorsements include principal for grades K-12 and curriculum director. Mrs. Ryff taught social studies and French for 30 years at the middle and high school levels and served as a high school principal for 10 years. She earned several awards for excellence in education. She is the past State Director of the Wyoming Academic Decathlon program. She is a member of the Wyoming AdvancED State Council and serves as a Lead Evaluator for AdvancED. She has led accreditation visits to schools and districts throughout the United States, Europe, and Asia.
Mr. Charles Shultz	Charles is a retired school administrator, having served 38 years in education, 32 of which as a building principal. In retirement, he is doing Educational Consulting work and teaching for Grand Valley State University. He teaches graduate level courses in all areas of educational leadership. In addition, he is a contracted employee of the National Association of Elementary School Principals (NAESP) serving in their cadre of Professional Faculty members who create and deliver professional development trainings for school districts, Intermediate School Districts, State Departments of Education, Professional Associations, and national conferences. He is a nationally certified principal mentor and a certified principal mentor trainer for NAESP. He conducts Principal Mentor Trainings and provides the trainee follow-up support as they mentor their protégé(s), a requirement for earning their National Principal Mentor Certification. Charles views his volunteer work for AdvancEd School Accreditation as wonderful opportunity to share his years of educational experience with others to help future generations receive the highest quality of education possible.
Mr. Ferlondo Jermayne Tullock	Ferlondo Tullock is a graduate of Claflin College; Orangeburg, SC and The Citadel; Charleston, SC. He has completed non-degree coursework at Furman University, Converse College, and Lander University. He has also completed all doctoral requirements except dissertation at NOVA Southeastern University, and is currently a doctoral student at South Carolina State University. He has held various positions in education over the past 21 years. Mr. Tullock has served as a middle level English and Reading teacher, Elementary/Middle levels Assistant Principal, Elementary Principal, Director of Federal Programs and Curriculum and Instruction, and most recently Deputy Superintendent for Student Services.

Member	Brief Biography
<p>Dr. Tessy Visiedo Villaverde</p>	<p>Dr. Esther Visiedo Villaverde is a retired Principal from the Miami Dade County Public Schools. Dr. Villaverde served as the Principal of a Reggio Emilia Inspired private school at Doral, Florida - Shelton Academy for 4 years. Her efforts has brought Shelton Academy to be fully accredited by SACS and AISF. Dr. Villaverde served as a curriculum and accreditation consultant for several organizations. During 2015-2016 school year, she served as the Accountability and Accreditation Specialist for The Roig Academy and Villa Preparatory Academy. During this period, The Roig Academy acquired full accreditation under the Advanc-ed requirements. Currently, she is assisting with curriculum expectations at Bávaro Bilingual School, a private academy located at the Dominican Republic.</p> <p>Dr. V., as her students affectionately called her, has dedicated her life to education in several capacities. She is a graduate of the University of Miami and her Doctor in Education degree was conferred by the Southeast Nova University. Her doctoral dissertation: An Analysis of the K-8 Configuration Structure in the Public School System was recognized as a basis for future grade configuration changes in South Florida. She has served as educational leader and administrator in several private schools in the area and in the Dominican Republic, as well as in the public school system. Dr. Villaverde is proud to serve as a member of Advanc-ed External Review Committees on a regular basis.</p>
<p>Mr. Roderick Carl Waldon</p>	<p>Roderick Waldon is an Orlando native and a graduate of Edgewater High School. In the Fall of 1998, Mr. Waldon attended Morehouse College in Atlanta, Georgia where he received a B.S. in Mathematics. He then moved back to Orlando and taught Middle School Mathematics for three years. During this period he earned a Master's Degree from the University of Central Florida in Mathematics Education. For the next three years, Mr. Waldon taught High School Mathematics in Atlanta and Orlando. In 2009, he attended Harvard University, where he earned a M.Ed. in School Leadership. Mr. Waldon then returned to Orlando and served as a Dean at Hunter's Creek Middle School and an Assistant Principal at Gotha Middle School. In the Summer of 2013, Mr. Waldon had the pleasure of joining the West Orange family as an Assistant Principal.</p>
<p>Mr. Gregory W Watchinski</p>	<p>Greg Watchinski's career in education began in 1997 in Indian Prairie School District 204 in Naperville, Illinois teaching 2nd grade. A classroom teacher for eight years, he taught second grade for four years, third grade for two years, and fifth grade for two years. During that time, Greg attended Northern Illinois University and earned two Master's Degrees, the first in Curriculum and Instruction and the second in Education Administration. In 2005, he was hired for his first administrative job (Student Services Coordinator) and served in that capacity for two years. In 2007, Greg moved to South Carolina and was hired as Assistant Principal at Carolina Springs Elementary in Lexington District One. He served in that role for five years, before being named Principal at Carolina Springs Elementary to begin the 2012-2013 school year. Greg has worked with AdvancEd since 2008 and has served on many teams in a variety of places.</p>
<p>Mrs. Becky Wilkerson</p>	<p>Mrs. Becky Wilkerson is currently the Principal of Middleburg Elementary School in the Clay County School District. She has been in the education field in the State of Florida for 29 years and is rated a Highly Effective Administrator. She is a graduate of University of North Florida where she has earned a Bachelors in Elementary Education and a Masters in Educational Leadership. Prior to becoming a Principal, Mrs. Wilkerson was an Assistant Principal at Grove Park Elementary School for 7 years and at Wilkinson Jr. High for 1 year. Additionally, she has 8 years of Elementary School classroom teaching experience.</p>

Member	Brief Biography
Mr. Anthony Williams	<p>Anthony Williams is currently serving as Principal at Oakleaf Junior High School (Orange Park, Florida). In this present role, he facilitates in-service activities, English department professional learning communities, as well as other instructional leadership roles. He has been a servant of public education for 20 years in two Florida school districts: Clay County School District and Duval County Public Schools. He has served as a teacher, an administrator, and chairperson of many committees, which assisted with school improvement and management. In 2001 Mr. Williams earned his Masters of Education in Educational Leadership from the University of North Florida (Jacksonville). Since 2012, he has been affiliated with the Southern Association of Colleges and Schools (now Advance-ED).</p>
Mrs. Tracey Williams	<p>Tracey Williams is a resident of Cross Hill, SC. She has over 16 years of educational experience as a science teacher, coach, and administrator. She is currently employed by South Carolina Connections Academy as a high school assistant principal. Ms. Williams earned her undergraduate degree from Clemson University. In addition, she earned a M.Ed. in Natural Sciences from Clemson University and a M.Ed. in Educational Leadership from American Public University.</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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