

Report of the External Review Team for Colonial Heights City Public Schools

512 Boulevard
Colonial Heights
VA 23834-3798
US

Dr. Joseph O. Cox, Jr.

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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

An External Review of the Colonial Heights City Public Schools (CHCPS) was conducted April 19-22, 2015. Following preparations for the Review that included early contact with system personnel beginning approximately four months prior to the External Review and continuing until the scheduled review dates; contact with Team members that began soon after confirmation of a full team; and uploading of documents, forms, and related information; the External Review Team consisting of five members arrived on site on Sunday, April 19 to begin work. The Team first met on Sunday, April 19 to begin on-site preparations for work on Monday, April 20. Team preparations during the Sunday meeting included a review of the AdvancED Standards and Protocol, assignment of Standards, and reviews of the daily schedule and agendas for evening work sessions.

Following the review, the Team discussed the CHCPS Self Assessment document, developed stakeholder interview questions focused on probing for deeper understanding of how the evidence supported compliance with each of the Standard Indicators, reviewed evidence provided in the System's Self Assessment, and discussed details of the Team workday on Monday. Team activities on Monday included hearing an overview of the CHCPS Self Assessment process by the superintendent and instructional staff members and interviews with board members, administrators, instructional staff, and community members. On Tuesday, April 21, team

members visited each of the System's five schools. During site-based visits, brief interviews were conducted with school leadership teams in each of the schools followed by approximately three hours scheduled for classroom observations.

A total of 51 classrooms were observed for a minimum of 20 minutes each during which the Effective Learning Environments Observation Tool (eleot) was used to measure the extent of student engagement in the learning process. Results of that process are described elsewhere in this report. The Team concluded its visit on Wednesday, April 22, 2015 with an Exit Report to the Colonial Heights City Schools Board of Education.

Members of the External Review Team wish to express their appreciation to CHCPS personnel for their warm reception and responsiveness to Team needs during their stay. In particular, special appreciation is extended to the assistant superintendent for instruction for her support, availability, and constant efforts to ensure that the Team had what it needed to do its work.

In preparation for the External Review, the Colonial Heights City Public Schools engaged in a compilation and review of evidence related to Indicators under each of the five AdvancED Standards. In addition, the System conducted stakeholder opinion surveys related to the operation of its schools, studied system processes, provided assurances that the System is in compliance with AdvancED requirements for independent financial audits, and provided assurances that it maintains current crisis management plans that are widely known among employees, students, and other stakeholders and is in compliance with AdvancED policies and procedures. Following careful analysis, this information along with a listing of written documentation was then provided to AdvancED in the form of an accreditation report. That Report became the evidence base for the CHCPS External Review.

The External Review Team extends its compliments to the Colonial Heights City Public Schools for the many initiatives underway to support the developmental and learning needs of students and best wishes for success in the continuous improvement journey.

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	5
Administrators	13
Instructional Staff	95
Students	65
Parents/Community/Business Leaders	17
Total	196

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	2.69
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.	3.00	2.55
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.54
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.70
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.00	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	3.00	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	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	3.00	2.97
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.	2.20	2.46
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.	1.80	2.57
3.11	All staff members participate in a continuous program of professional learning.	2.80	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	3.00	2.63

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.67
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.	3.00	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00	2.14
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.00	2.45
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	2.80	2.85

Student Performance Diagnostic

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

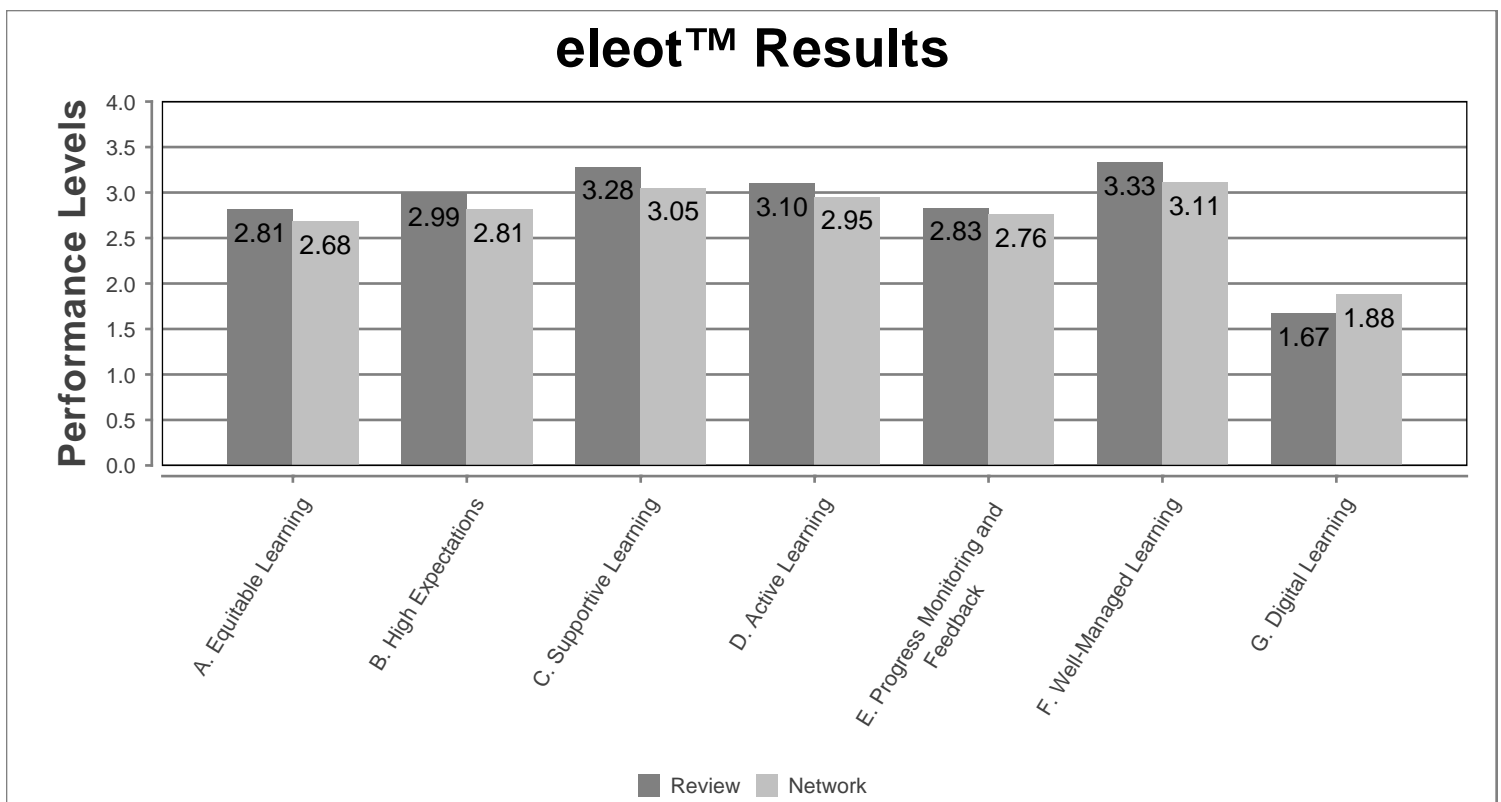
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.20	3.32
Test Administration	3.20	3.62
Equity of Learning	2.60	2.52
Quality of Learning	3.00	3.06

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.



On Tuesday, April 21, 2015 the External Review Team visited five schools in the Colonial Heights City Public Schools. During those visits, the Team observed in a total of 51 classrooms for a minimum of 20 minutes each using the Effective Learning Environments Observation Tool (eleot). Ratings for each of the Indicators within the seven environments were subsequently entered in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST) where average ratings for indicators and each environment were

computed. Results indicated that six of seven environments yielded scores above the AdvancED Network Averages. Highest rated among the environments were Well Managed Learning at 3.33, Supportive Learning at 3.28, and Active Learning at 3.10, compared with AEN averages of 3.11, 3.05, and 2.95 respectively. Based on these results, the Team concluded that students were respectful and appeared to know and follow classroom rules. They also demonstrated positive attitudes toward their learning experiences and to take advantage of opportunities to engage in discussions with teachers and other students when appropriate. These outcomes seemed to spark students' desire to engage in learning activities and even to occasionally take risks without fear of negative feedback. The findings also appear to align with CHCPS policy focused on high expectations for student behavior (Standard Indicator 2.1), fostering of a culture designed to achieve the System's purpose and direction (Standard Indicator 2.4), and engagement of students in learning to achieve desired learning outcomes (Standard Indicator 3.3).

Environments rating lower but still above AdvancED Network Averages included High Expectations with a rating of 2.99, Progress Monitoring and Feedback at 2.83, and Equitable Learning with a rating of 2.81. Noteworthy among these environments were observations of students striving to meet high teacher expectations and being tasked with challenging but attainable learning activities, demonstrating an understanding of lesson content, having equal access to classroom discussions and resources, and awareness that classroom rules and consequences were fairly applied. Less evident was student awareness of how learning progress was monitored and understanding of how work was assessed and opportunities to learn about differences between their culture and the culture of others.

Rated lowest among the seven environments and falling below the AEN of 1.88 was Digital Learning at 1.67. The use of digital tools to gather, evaluate, and use information for learning, conduct research and engage in problem solving, and communicate and work collaboratively for learning were seldom observed.

Based on 51 classroom observations conducted in five schools in the Colonial Heights City Public School System, the Team concluded that schools in CHCPSS are well managed and effectively organized for learning. With few exceptions, students were observed to be respectful of faculty, staff, and peers. During school-site visits team members observed student interactions during class changes and other transitional activities and spoke with a total of 65 students who were observed to be courteous and responsive to team member questions. Again, these observations are consistent with ratings in several of the environments including respectful interactions with teachers (Well-Managed), following classroom rules and knowing behavioral expectations (Well-Managed), equal access to classroom resources, support and discussions, and knowing that rules and consequences are fair and consistently applied (Equitable Learning). These findings also support the existence of high student behavior expectations as evidenced in postings throughout each of the buildings and through related daily announcements (Standard Indicator 3.1). Equity in learning opportunities and application of policies and rules were also observed through class discussions, access to resources, and learning support (Standard Indicator 1.3). Teachers were observed to use various types of technology during classroom instruction but, with few exceptions, student use of technology for research and

communication was not observed as evidenced by a Digital Learning Environment score of 1.67. This finding aligns with the System's assessment of its technology needs as noted in Standard 4, Evidence Indicator 4.6 and the Team's concurrence, each rated as 2.

Throughout school-site visits faculty and staff in each of the schools were open, engaging, and desirous of wanting to share their thoughts and responses to questions posed by members of the External Review Team. Team members found their willingness to share to be reassuring and their information and perceptions to be valuable sources of evidence for decision-making.

A key piece of the External Review process is to conduct classroom observations, to utilize the Effective Learning Environments Observation Tool (eleot) as a basis, and to measure outcomes of those observations based on the extent of observed student engagement in the learning process. Results of the 51 observations indicated that six environments yielded average ratings that were above the AdvancED Network Averages and, in most cases, averages for each of the Indicators was also above the AEN. However, for the Digital Learning Environment, the rating of 1.67 was below the AEN as were ratings for 2 of 3 indicators. As a result, the System may wish to utilize the eleot tool overtime to measure the extent of student engagement in learning for the purpose of noting changes that reflect increases in low incidence areas.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.00	Has differentiated learning opportunities and activities that meet her/his needs	35.29%	41.18%	11.76%	11.76%
2.	3.25	Has equal access to classroom discussions, activities, resources, technology, and support	27.45%	70.59%	1.96%	0.00%
3.	3.24	Knows that rules and consequences are fair, clear, and consistently applied	33.33%	58.82%	5.88%	1.96%
4.	1.75	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	15.69%	9.80%	7.84%	66.67%
Overall rating on a 4 point scale: 2.81						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.24	Knows and strives to meet the high expectations established by the teacher	31.37%	60.78%	7.84%	0.00%
2.	3.24	Is tasked with activities and learning that are challenging but attainable	35.29%	54.90%	7.84%	1.96%
3.	2.57	Is provided exemplars of high quality work	33.33%	23.53%	9.80%	33.33%
4.	2.98	Is engaged in rigorous coursework, discussions, and/or tasks	29.41%	45.10%	19.61%	5.88%
5.	2.92	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	29.41%	39.22%	25.49%	5.88%
Overall rating on a 4 point scale: 2.99						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.35	Demonstrates or expresses that learning experiences are positive	41.18%	54.90%	1.96%	1.96%
2.	3.47	Demonstrates positive attitude about the classroom and learning	49.02%	49.02%	1.96%	0.00%
3.	3.22	Takes risks in learning (without fear of negative feedback)	41.18%	39.22%	19.61%	0.00%
4.	3.27	Is provided support and assistance to understand content and accomplish tasks	37.25%	54.90%	5.88%	1.96%
5.	3.08	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	27.45%	52.94%	19.61%	0.00%
Overall rating on a 4 point scale: 3.28						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.14	Has several opportunities to engage in discussions with teacher and other students	47.06%	27.45%	17.65%	7.84%
2.	2.75	Makes connections from content to real-life experiences	29.41%	35.29%	15.69%	19.61%
3.	3.41	Is actively engaged in the learning activities	49.02%	45.10%	3.92%	1.96%
Overall rating on a 4 point scale: 3.10						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.65	Is asked and/or quizzed about individual progress/learning	17.65%	45.10%	21.57%	15.69%
2.	2.80	Responds to teacher feedback to improve understanding	17.65%	54.90%	17.65%	9.80%
3.	3.20	Demonstrates or verbalizes understanding of the lesson/content	29.41%	60.78%	9.80%	0.00%
4.	2.73	Understands how her/his work is assessed	15.69%	58.82%	7.84%	17.65%
5.	2.76	Has opportunities to revise/improve work based on feedback	21.57%	45.10%	21.57%	11.76%
Overall rating on a 4 point scale: 2.83						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.49	Speaks and interacts respectfully with teacher(s) and peers	50.98%	47.06%	1.96%	0.00%
2.	3.47	Follows classroom rules and works well with others	49.02%	49.02%	1.96%	0.00%
3.	3.35	Transitions smoothly and efficiently to activities	50.98%	37.25%	7.84%	3.92%
4.	2.90	Collaborates with other students during student-centered activities	47.06%	19.61%	9.80%	23.53%
5.	3.41	Knows classroom routines, behavioral expectations and consequences	49.02%	45.10%	3.92%	1.96%
Overall rating on a 4 point scale: 3.33						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.80	Uses digital tools/technology to gather, evaluate, and/or use information for learning	9.80%	21.57%	7.84%	60.78%
2.	1.73	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	13.73%	13.73%	3.92%	68.63%
3.	1.49	Uses digital tools/technology to communicate and work collaboratively for learning	7.84%	9.80%	5.88%	76.47%
Overall rating on a 4 point scale: 1.67						

Findings

Improvement Priority

Implement system-wide professional learning communities (PLC) that include, among other components, a focus on the use of data to inform instruction that results in continuous improvement of student learning outcomes.

(Indicators 3.5, 3.10, 5.3)

Evidence and Rationale

According to documentation provided by the Colonial Heights City Public Schools, collaborative learning communities are used in various ways and for various purposes throughout the System to support teaching and learning but, according to some stakeholders, with a much broader focus than is typical of a professional learning community. When asked about the difference between collaborative and professional learning communities, one internal stakeholder differentiated the two by indicating that professional learning communities are more narrowly focused, driven by essential questions, and focused on the use of quantitative data and qualitative information to inform instruction and improve learning outcomes. The External Review Team also determined that instructional staff members need on going training in the interpretation and use of data to inform instruction. As it is now, they are provided with student performance data rather than conducting queries, accessing and analyzing data, and interpreting it for purposes of improving student learning outcomes. As a result, it did not appear to the Team that collaborative learning communities, as implemented in CHCPS, analyze and make use of data in a CLC context, to improve student learning. However, adoption and use of professional learning communities should represent an effective transition from CLC to PLC with training in the use of data by instructional staff as being a core to effective implementation.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

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

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

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

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

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.00	2.67
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.69
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.	3.00	2.87
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00	2.64

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	3.00	2.96
2.2	The governing body operates responsibly and functions effectively.	3.00	2.99
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.00	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	3.00	2.69

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.	3.00	2.78

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	3.43
Stakeholder Feedback Results and Analysis	2.60	3.12

Findings

Opportunity for Improvement

Create and implement a plan that provides engagement opportunities for all stakeholders to participate in decision making in all appropriate aspects of the system's operations.

(Indicators 2.5)

Evidence and Rationale

The External Review Team discovered, through stakeholder inquiry and some documentation, that the Colonial Heights City Public Schools provides a number of opportunities for involvement of stakeholders in the life and activities of its schools ranging from school volunteer work to active involvement in improvement councils. At the System level periodic community forums are conducted during each school year that are informal and are typically based on two essential questions that focus on "What do we do well" and "What could we do better." These opportunities are noteworthy and demonstrate concerted efforts on the part of CHCPS and its schools to encourage and involve all stakeholder groups. However, opportunities that did not appear to be routinely available to stakeholders were those focused on key aspects of System operations including planning, budgeting, capital improvement, and curriculum.

Actions in this area that are deliberate and well-planned could result in the promotion of stronger public relations, deeper understanding of the complexities involved in effective management of a public school system, and added depth and breath to the decision making process.

Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3.00	2.98
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.	3.00	2.98
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.05
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	3.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3.00	2.82
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.00	2.64
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.	3.00	2.65
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.64

Findings

Improvement Priority

Select or develop and utilize a comprehensive information management system as an essential component of Professional Learning Community (PLC) work that results in the empowerment of teachers to analysis and interpret data for the purpose of driving continuous instructional improvement.

(Indicators 4.6)

Evidence and Rationale

Based on a review of findings from an AdvancED Quality Assurance Review conducted in 2009, the External Review Team determined that a recommendation was made to "establish and implement, across the district, uniform and consistent expectations that support the utilization of technology for classroom instruction and communication with stakeholders." Consistent with this recommendation, an opportunity for improvement was noted that focused on the need for "a data warehouse to collect, consolidate, and store data in a format for easy analysis with ready teacher access for the purpose of enhancing student achievement." Survey results, documentation, observations, and stakeholder interviews provided evidence of progress toward addressing these needs through acquisition of updated hardware and software and employment of a technology specialist with the knowledge and vision to focus resources on current and long-term needs of the System and its schools. However, the External Review Team determined that the need to establish, through creation or adoption, a technology-based warehouse with the capability of storing and formatting data for easy teacher retrieval and use remains unmet. As it is now, instructional staff members are, in most cases, provided with student performance data rather than conducting queries, accessing and analyzing data, and interpreting it for purposes of improving student learning outcomes. In order to effectively implement professional learning communities, as contained in an Improvement Priority located elsewhere in this Report, it will be essential for instructional staff members to have access to an information management system that contains a comprehensive student data base, is formatted for easy access, can be queried in a variety of ways to address student learning needs, and is user friendly.

Powerful Practice

The Colonial Heights City Public Schools provide students and staff with services that result in a safe, healthy learning environment and facilities and equipment that are clean and very well maintained.

(Indicators 4.3)

Evidence and Rationale

Some of the facilities still in use in the Colonial Heights City Public Schools are 50+ years in age. Others need additions and updating to accommodate current instructional needs. However, in spite of the age and updating needs of some of the facilities, members of the External Review Team noted, during site visits to each of the CHCPS schools, facilities that were attractive, safe, clean, and very well maintained. Stakeholders indicated that facility maintenance needs are addressed in a timely manner, that custodial employees are constantly attentive to cleaning needs, and that school resources officers are on site for the purpose of maintaining a safe and orderly learning environment for all students and employees. CHCPS is to be commended for its emphasis on facility maintenance and for demonstrating that it is a good steward of public resources.

Powerful Practice

The development and use of a Memorandum of Understanding between the Colonial Heights City Council and the Colonial Heights Board of Education regarding annual funding has resulted in the elimination of agency competition and facilitated the budget development and approval process.

(Indicators 4.2)

Evidence and Rationale

A Memorandum of Understanding between the Colonial Heights Board of Education and the Colonial Heights City Council was created in 2002 resulting in an annual guarantee that 50+% of revenue generated from tax sources, including property, food, lodging, sales, business license, and real estate, are allocated to the Colonial Heights City Public Schools' operating budget. In 2006 this MOU was extended to include capital improvement funds and was based on an understanding that the City Council would "match dollar for dollar any amount identified by the school board from its sources of recurring revenue toward debt service to pay for major school capital improvement projects." This Understanding has endured through periods of economic uncertainty and, as a result, brought stability and continuity to the CHCPS budgeting process. In its 2009 report of findings, an AdvancED Quality Assurance Review Team noted this as a successful practice deserving of recognition. This External Review Team once again recognizes this practice as being noteworthy and an outstanding example of a practice that has likely had a positive impact on the education of students in Colonial Heights.

Conclusion

A foundational piece of the External Review Process is Team involvement in an extensive evidence gathering process that begins with a review of a system's accreditation report, supporting documentation provided prior to an onsite review, and web-based evidence such as policy and planning documents and system and school calendars. The External Review Team for the Colonial Heights City Public Schools began its preparation by reviewing similar evidence for the purpose of assessing the System's Self Assessment of the extent to which it demonstrated compliance with AdvancED Standards. While on-site, the Team continued to gather evidence by reviewing written documents, conducting stakeholder interviews, and observing in classrooms in each of the System's schools. Summary conclusions drawn from this process were consistent with the stated belief that the System does focus its energy and resources on student success consistent with its stated mission of creating a "partnership with the home and the community, to provide each student with a relevant, quality education." Aligned with its mission statement, the Team found evidence of equitable distribution of resources throughout the System including equitable learning opportunities for each of its students. During classroom observations students were observed to have equal access to discussions, resources, and activities and to demonstrate, through their behavior, an awareness of fairness, clarity, and consistency in the way system and school rules were applied. School leadership and staff appeared committed to a culture based on shared values that included providing equitable learning opportunities for all students (Standard Indicator 1.3) and equity and equal access to support services through student access to support services to meet their unique learning needs (Standard Indicator 3.12).

Strong governance and recognition of roles between board and administration through a policy base that assures effective administration of the System and its schools, including the autonomy of leadership at all levels to manage day-to-day operations effectively, appeared to be in place (Standard Indicators 2.1 and 2.3). While some written evidence was available to support this conclusion, the primary support base was drawn from interviews with both internal and external stakeholder groups

Parent engagement in their children's education as well as Involvement of various stakeholder groups through on-going communications and volunteer opportunities also appeared to be encouraged as determined from stakeholder feedback. Concern for the academic, social, creative, and physical well-being of all students by board members, administrators, and instructional and support staff members of the Colonial Heights City Public Schools seemed genuine and substantially demonstrated through their focus on equity for students and employees in all aspects of system operations.

Several major challenges lie ahead of the Colonial Heights City Public Schools that focus on professional development needs for administrators and instructional staff. To date, CHCPS has not fully implemented the use of collaborative learning communities (Standard Indicator 3.5) nor, by evidence produced by the System, provided professional development for instructional staff in the use of data to inform instruction (Standard Indicator 5.3). In addition, the Team also determined that a comprehensive information management system (IMS) is needed for the purpose of creating a data warehouse to support instructional improvement. However, some evidence was available to indicate that preliminary action is now underway to lay the ground work necessary for addressing professional development through the implementation of collaborative/professional

learning communities and information management systems but those action do not yet appear to be aligned and focused.

A carefully crafted plan that results in the implementation of collaborative, professional learning communities across the System and includes professional development in the use of data to inform instruction that is supported by a comprehensive, user-friendly information management system would hold great promise for improving instructional effectiveness and increasing student learning outcomes.

Member of the External Review Team wish the Board of Education, administration, and all CHCPS employees much success as plans are developed to address these needs and continually build capacity for instructional improvement.

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:

- Implement system-wide professional learning communities (PLC) that include, among other components, a focus on the use of data to inform instruction that results in continuous improvement of student learning outcomes.
- Select or develop and utilize a comprehensive information management system as an essential component of Professional Learning Community (PLC) work that results in the empowerment of teachers to analysis and interpret data for the purpose of driving continuous instructional improvement.

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	280.98	282.79
Teaching and Learning Impact	279.05	274.14
Leadership Capacity	280.00	296.08
Resource Utilization	287.50	286.32

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
Colonial Heights High School	280.95	336.36	300.00	300.00
Colonial Heights Middle School	290.48	309.09	228.57	284.62
Lakeview Elementary School	314.29	300.00	242.86	297.44
North Elementary School	376.19	363.64	314.29	361.54
Tussing Elementary School	328.57	300.00	314.29	317.95

Team Roster

Member	Brief Biography
Dr. Jerry M Griffin	Education, Military, jobs/work/career: Education-Appalachian State University, BS, MA, Ed.S and Virginia Tech-Ed.S and Ed.D; Military-US Navy, Naval Aviation/Air Traffic Controller; Jobs/work/career-Served as an elementary principal and a high school principal in school districts in Virginia and North Carolina respectively. Employed by Winthrop University, Rock Hill, SC (1980-2001) as an administrator and graduate professor. Retired on December 31, 2001. Worked for five years (2002-2006) as an adjunct professor of educational leadership, Furman University, Greenville, SC. Affiliated with the Southern Association of Colleges and Schools (SACS) and now AdvancED for nearly 31 years serving as a committee member, committee chair, and lead evaluator.
Ms. Tracy S Hinty	Tracy S. Hinty (540) 784-0710 Email: tracy_hinty@rockbridge.k12.va.us Coordinator of Federal Programs Rockbridge County Public Schools (2013), School Improvement/Instructional Coach (2009-2013) serving Fairfield Elementary School and Natural Bridge Elementary, NEA Early Childhood Co-hort 2009-present, Classroom Teacher, Kindergarten 1992-2009, Central Elementary School, Lexington, VA, , Master of Arts 1999, Curriculum and Instruction. VA Tech, Blacksburg, VA, Bachelor of Science 1991, Education, James Madison University, Harrisonburg, VA
Dr. Robert L Gilbert	Dr. Robert L. Gilbert currently serves as an educational consultant working with school improvement and P-16 implementation. He also serves as an AdvancED Field Consultant and Lead Evaluator in which he has led numerous school visits throughout Georgia and systems' visits throughout various parts of the United States. Moreover, he has been afforded the opportunity to serve on External Review Teams in several countries. Additionally, he has over 35 years of experience as a classroom teacher, high school principal, Executive Director, and Associate Superintendent.

Member	Brief Biography
<p>Dr. Willie J. Bell</p>	<p>Willie J. Bell, Jr. was born and reared in Courtland, VA. He attended schools in the Southampton County Public School System. After graduation from high school, he continued studies at Virginia State University (Double major in Computer Engineering and Mathematics), East Carolina University (Master's in Administration/Supervision and Endorsement as a Curriculum Specialist) and Cambridge College (Doctoral degree in Educational Leadership). Education is the family business as his parents are retired educators and his siblings are educators as well (Brother, Principal of Southampton Middle School; Sister, Teacher in the Sussex County Public School System). Dr. Bell is currently the Division Superintendent for Franklin City Public Schools. He has served as a math teacher, coach (football, baseball, softball, track, basketball, and strength/conditioning), and a Principal of two high schools (one high school was a STEM school) and two middle schools. His last principalship, George Wythe High School (Richmond, VA), yielded national recognition from U.S. News and World Report as one of the best high schools in the nation based on Reading and Math scores of 98% and 92% respectively. All the schools that he was appointed Principal were low-performing schools prior to his arrival. As a collaborative team, they were able to transform those schools into high-performing institutions of teaching and learning. He has also served as a Director of After-School Programs (students and adults), Director of Secondary Education and Director of Instruction. Some of his accomplishments have been: Principal of the Year for Northampton County Schools, Northampton County, NC; 2011 R.E.B. Leadership Award (equivalent to Principal of the Year) for Richmond City Public Schools, Richmond, VA; Who's Who Among Teachers and Administrators; Graduate of the 2012 Superintendent's Academy, Richmond, VA; Graduate of the Principal's Executive Program (University of North Carolina at Chapel Hill); Graduate of the Principal's Executive Program (Kenan-Flagler Business School, University of North Carolina at Chapel Hill); Graduate of the Turnaround Transformational Schools Program (Darden Business School, University of Virginia). Associations and Professional Memberships Include: -Virginia Interscholastic Athletic Administrators Association -Southern Association for Colleges and Schools -Alpha Phi Alpha Fraternity, Incorporated -Virginia State University, College of Education, Administrative And Organizational Leadership Advisory Committee - Curriculum Steering Committee for Leaders in Transition Edulead, Virginia Commonwealth University - SURN Advisory Board, William & Mary University - Virginia State University, Central Virginia Undergraduate Math Scholarship Advisory Board</p> <p>Dr. Bell is married to the former Cassandra Theobalds and they have three beautiful children, Evan, Gabrielle, and Khairi.</p>
<p>Mrs. Tracy McLaughlin</p>	<p>Tracy McLaughlin has worked as an Elementary School Principal for the past 4 years, in the School District of Clay County, Florida. She is currently the Principal at Ridgeview Elementary School, with prior placement at Swimming Pen Creek Elementary. Tracy has an additional four years of administrative experience as an Assistant Principal, at Montclair Elementary. She has 22 years of experience in education, with a variety of teaching positions ranging from grades K-12. She received her Master's Degree in Educational Leadership and Bachelor's Degree in Secondary Education, from the University of Maine, Orono.</p>

Member	Brief Biography
Mrs. Tinya D Ryland	<p>Mrs. Ryland is completing her 29th year in education. She is a graduate of James Madison University and earned her Master's Degree in Administration/Supervision K-12 from Virginia Commonwealth University. Mrs. Ryland began her teaching career as a secondary level social studies teacher with Petersburg City Schools and later taught secondary level social studies with Caroline County Public Schools. In 2000, Mrs. Ryland was hired by King William County Public Schools. Prior to her present position as Lead Director of Human Resources, Mrs. Ryland was an elementary and secondary assistant principal for the division as well as the principal of King William High School.</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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