Report of the External Review Team for Onslow County Schools

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AdvancED®

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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

Preparations for the External Review at Onslow County Schools began via email and telephone. The Lead Evaluator worked with the Associate Superintendent, Instructional Services and Continuous Improvement to establish the schedule, to arrange artifacts for review, and to make logistical arrangements for lodging, meeting space, and necessary supplies. The Lead Evaluator provided a general overview of team responsibilities and requested each team member prioritize standards, based on individual expertise. The Lead Evaluator assigned standard "experts" based on team members' expertise and priorities; standard "experts" became well-informed about their assigned standards before arriving for the External Review and guided discussion about that standard when the team gathered onsite. System and school leaders provided many artifacts related to all standards in a dedicated LiveBinder, making those artifacts available to External Review team members several weeks before the External Review.

Onsite preparations began on Sunday afternoon, February 8, 2015, when the eight-member team began discussions about each standard / indicator; team members made preliminary ratings for their assigned standard. Team members continued to review artifacts posted in the LiveBinder. The team joined system leaders for dinner, to begin getting acquainted and to have informal discussions.

Team members spent Monday at the system-designated workroom hearing the superintendent's overview and standards presentations and conducting follow-up discussions to clarify information from the presentations. Team members also interviewed stakeholders (i.e., system and school administrators, support and auxiliary staff members, parents, community representatives). Also on Monday, team members continued reviewing artifacts to check the degree to which the system meets AdvancED Standards and Assurances. Monday evening was spent discussing what was learned during presentations and interviews to determine evidence for each standard. Based on these discussions and related evidence, each team member rated each indicator in each standard. The team began to identify potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

The team spent Tuesday at eight of the system's 37 campuses, hearing presentations and visiting 82 classrooms using the eleot™, and reviewing artifacts. Also on Tuesday, the North Carolina AdvancED Associate Director conducted a site visit at the Thompson Early Childhood Center to verify that the Center and satellite programs in other system schools meet AdvancED requirements for early learning programs. Tuesday evening, team members again debriefed what was learned during classroom visits, the site visit to Thompson Early Childhood Center, and discussions with school-level leaders. Team members again individually rated each indicator in each standard and identified five Powerful Practices, one Opportunity for Improvement, and one Improvement Priority.

Team members spent Wednesday morning finalizing ratings and evidence, Powerful Practices, Opportunities for Improvement, Improvement Priorities (with relevant evidence), and the Exit Report, which the Lead Evaluator shared with system leaders and board members on Wednesday afternoon.

The External Review Team offers thanks for the privilege of sharing these three days in the life of Onslow County Schools. It is clear from our brief visit that system and school leaders, teachers, and other system staff members are all committed to the system's vision: "Excellence in Education." Altogether, team members talked with 414 stakeholders, learning firsthand that stakeholders are proud that the system works diligently toward the mission: "The Onslow County Schools community will prepare students to be globally competitive leaders and responsible citizens in the 21st Century." Taken together, this commitment to "Excellence" and efforts to prepare students for 21st Century realities is clearly and continually focused on the system's purpose: "To educate students for a successful future."

System and school leaders did a thorough job of preparing for the External Review, as well as answering the many questions and providing additional artifacts and evidence while the team was on-site. The team appreciates the hospitality that was extended during the review - the people of the Onslow County Schools were welcoming and ensured a pleasant stay and productive work environments.

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	6
Administrators	65
Instructional Staff	147
Support Staff	37
Students	102
Parents/Community/Business Leaders	56
Total	**414**

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.	3.12	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.	3.12	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.	3.00	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.	3.12	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.	3.00	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.	3.00	2.57
3.11	All staff members participate in a continuous program of professional learning.	3.62	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	3.25	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.	3.50	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.	3.12	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.75	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.	3.12	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.	3.25	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
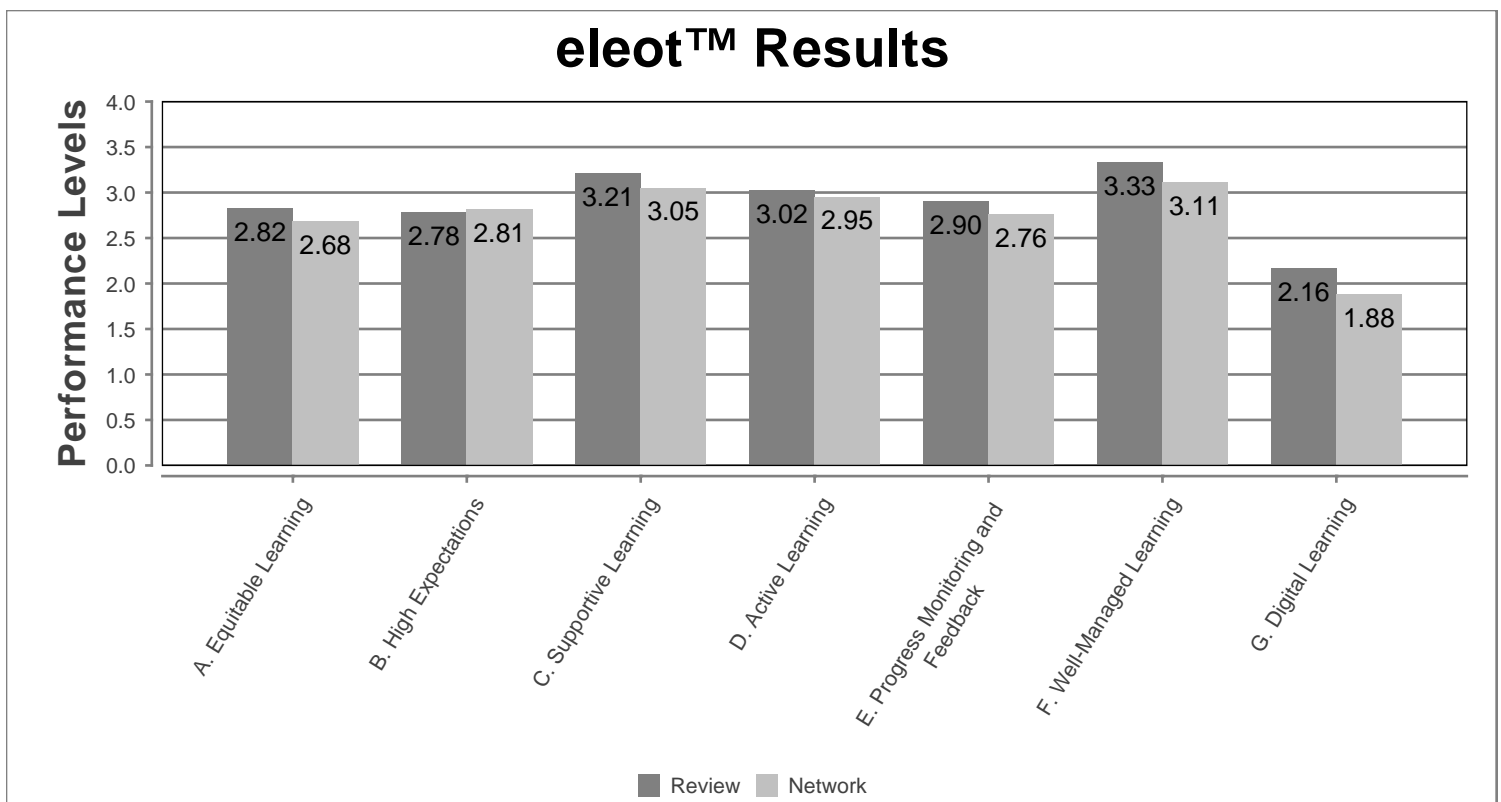
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.50	3.32
Test Administration	4.00	3.62
Equity of Learning	3.00	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.

eleot™ Results

Learning Environment	Review	Network
A. Equitable Learning	2.82	2.68
B. High Expectations	2.78	2.81
C. Supportive Learning	3.21	3.05
D. Active Learning	3.02	2.95
E. Progress Monitoring and Feedback	2.90	2.76
F. Well-Managed Learning	3.33	3.11
G. Digital Learning	2.16	1.88

External Review Team members observed in 82 classrooms in 8 schools on Tuesday.

Highest Ratings:

Well-Managed Learning Environment - The system's rating is 3.33, the highest for this system; the average rating for systems in 2013 - 2014 was 3.11, the highest average rating for these systems. Students work well

with others (rated 3.44), even though External Review Team members saw less formal collaboration among students during classroom observations than might be expected from students who work well together (rated 2.98). Of particular note is the mutual respect shown between and among children and adults (rated 3.62) - the highest rated of all indicators on the eleotTM in these 82 classrooms.

Supportive Learning Environment - The system's rating is 3.21, the second highest for this system; the average rating for systems in 2013 - 2014 was 3.05, the second highest average rating for these systems. Students in most classrooms are provided the support and assistance they need to learn what is being taught (rated 3.51), most often from teachers, but also from their peers. Many students seemed to enjoy learning (rated 3.35) and responded positively to the instruction being taught (rated 3.34).

Middle Ratings:
Active Learning Environment - The system's rating is 3.02, third highest for this system; the average rating for systems in 2013 - 2014 was 2.95, the third highest average rating for these systems.

Progress Monitoring and Feedback Environment - The system's rating is 2.90 fourth highest for this system; the average rating for systems in 2013 - 2014 was 2.76, the fifth highest average rating for these systems.

Equitable Learning Environment - The system's rating is 2.82, fifth highest rating for this system; the average rating for systems in 2013 - 2014 was 2.68, the next to the lowest average rating for these systems.

High Expectations Environment - The system's rating is 2.78, next to the lowest for this system; the average rating for systems in 2013 - 2014 was 2.81, the fourth highest average rating for these systems.

Lowest Ratings:
Digital Learning Environment - The system's rating is 2.16, the lowest for this system; the average rating for systems in 2013 - 2014 was 1.88, also the lowest rating for these systems. While this composite rating appears low when compared with system ratings for the other learning environments, these ratings are actually high when compared with AEN averages for 2013 - 2014. External Review Team members observed students using various types of technology as learning tools: "to gather, evaluate, and/use information for learning" (rated 2.61), "to conduct research, solve problems, and/or create original works for learning" (rated 2.07), and "to communicate and work collaboratively for learning" (rated 1.80).

Well-Managed Learning Environment / Equitable Learning Environment - Ratings for some indicators in these Environments are among the highest of all eleot™ indicators for this system. Students know and follow classroom rules and routines (Well-Managed Learning; rated 3.49, 3.44), understanding that these are fairly enforced (Equitable Learning; rated 3.52). The second highest eleot™ indicator rating was equal access to classroom resources and instruction (Equitable Learning; rated 3.57).

High Expectations Environment / Active Learning Environment / Equitable Learning Environment - External Review Team members observed students engaged in learning in most classrooms; however, Team members observed students in only some classrooms who were engaged in activities which connected their learning to

real-life experiences (Active Learning; rated 2.29). An interesting note, considering the system-wide focus on global education: Team members observed few opportunities for students "to learn about their own and other's backgrounds/cultures/differences" (Equitable Learning; rated 1.82)

Supportive Learning Environment - External Review Team members observed in many classrooms that "students were provided support and assistance to understand content and accomplish tasks." (rated 3.51). That said, the rating for "additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs." is much lower at 2.60.

Digital Learning Environment - The system is making intentional efforts to provide technology and related training to support student (and teacher) use of technology to enhance learning. It is clear from observations that these efforts are making a difference - that students ARE using digital technology "to gather, evaluate, and/use information for learning" (rated 2.61), "to conduct research, solve problems, and/or create original works for learning" (rated 2.07), and "to communicate and work collaboratively for learning" (rated 1.80).

Students participated actively, engaging in learning-related discussions with their peers and the teacher. In most classrooms, students were actively engaged in purposeful learning, demonstrated understanding of what they were learning, and had multiple opportunities to demonstrate understanding. Of particular note: External Review team members observed that mutual respect between and among students and adults is pervasive throughout the system (rated 3.62, the highest-rated indicator eleot™ for this system).

eleot™ Data Summary

A. Equitable Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.38	Has differentiated learning opportunities and activities that meet her/his needs		23.17%	24.39%	19.51%	32.93%
2.	3.57	Has equal access to classroom discussions, activities, resources, technology, and support		59.76%	37.80%	2.44%	0.00%
3.	3.52	Knows that rules and consequences are fair, clear, and consistently applied		58.54%	36.59%	3.66%	1.22%
4.	1.82	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences		12.20%	13.41%	18.29%	56.10%
Overall rating on a 4 point scale: 2.82							

B. High Expectations				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.13	Knows and strives to meet the high expectations established by the teacher		32.93%	50.00%	14.63%	2.44%
2.	3.12	Is tasked with activities and learning that are challenging but attainable		34.15%	45.12%	19.51%	1.22%
3.	2.06	Is provided exemplars of high quality work		13.41%	24.39%	17.07%	45.12%
4.	2.89	Is engaged in rigorous coursework, discussions, and/or tasks		24.39%	43.90%	28.05%	3.66%
5.	2.71	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)		28.05%	26.83%	32.93%	12.20%
Overall rating on a 4 point scale: 2.78							

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C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.35	Demonstrates or expresses that learning experiences are positive	52.44%	32.93%	12.20%	2.44%
2.	3.34	Demonstrates positive attitude about the classroom and learning	52.44%	34.15%	8.54%	4.88%
3.	3.27	Takes risks in learning (without fear of negative feedback)	47.56%	36.59%	10.98%	4.88%
4.	3.51	Is provided support and assistance to understand content and accomplish tasks	64.63%	23.17%	10.98%	1.22%
5.	2.60	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	28.05%	25.61%	24.39%	21.95%
Overall rating on a 4 point scale: 3.21						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.37	Has several opportunities to engage in discussions with teacher and other students	54.88%	29.27%	13.41%	2.44%
2.	2.29	Makes connections from content to real-life experiences	19.51%	19.51%	31.71%	29.27%
3.	3.40	Is actively engaged in the learning activities	54.88%	32.93%	9.76%	2.44%
Overall rating on a 4 point scale: 3.02						

E. Progress Monitoring and Feedback			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.87	Is asked and/or quizzed about individual progress/learning	26.83%	41.46%	23.17%	8.54%
2.	3.00	Responds to teacher feedback to improve understanding	35.37%	36.59%	20.73%	7.32%
3.	3.12	Demonstrates or verbalizes understanding of the lesson/content	31.71%	52.44%	12.20%	3.66%
4.	2.59	Understands how her/his work is assessed	17.07%	40.24%	26.83%	15.85%
5.	2.93	Has opportunities to revise/improve work based on feedback	32.93%	37.80%	18.29%	10.98%
Overall rating on a 4 point scale: 2.90						

F. Well-Managed Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.62	Speaks and interacts respectfully with teacher(s) and peers	70.73%	21.95%	6.10%	1.22%
2.	3.44	Follows classroom rules and works well with others	59.76%	26.83%	10.98%	2.44%
3.	3.13	Transitions smoothly and efficiently to activities	51.22%	25.61%	8.54%	14.63%
4.	2.98	Collaborates with other students during student-centered activities	47.56%	21.95%	10.98%	19.51%
5.	3.49	Knows classroom routines, behavioral expectations and consequences	60.98%	29.27%	7.32%	2.44%
Overall rating on a 4 point scale: 3.33						

G. Digital Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.61	Uses digital tools/technology to gather, evaluate, and/or use information for learning	32.93%	18.29%	25.61%	23.17%
2.	2.07	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	25.61%	6.10%	18.29%	50.00%
3.	1.80	Uses digital tools/technology to communicate and work collaboratively for learning	14.63%	8.54%	19.51%	57.32%
Overall rating on a 4 point scale: 2.16						

Findings

Powerful Practice

Leaders at all levels address student learning needs by strategically designing and using common time for collaborative discussions focused on data-driven decision-making and by crafting purposeful and creative student schedules.

(Indicators 3.5, 4.2, 5.2)

Evidence and Rationale

Teachers and administrators shared in interviews that scheduling of teacher course assignments is data-driven and planned to facilitate learning and improve instructional practices. Teachers have regular opportunities to discuss student learning and to make data-driven decisions. Creative scheduling provides time for enrichment and intervention periods as well as exploratory offerings such as robotics, STEM labs, and world language learning. Teachers and students in elementary schools work within a WAVE or modified WAVE schedule. Teachers and administrators shared in interviews that "skinny schedules" were implemented to improve student performance in math and science. The "skinny schedule" format allows students to engage in math and science instruction for 45 minute segments all year instead of 90 minute instructional blocks for a semester. External Review Team members observed students engaged in class via teleconferencing with three other schools in the area of French instruction. Teachers and administrators shared in interviews and External Review Team members observed students engage in remediation/mentoring periods scheduled during the instructional school day to provide students with educational and emotional supports. Teachers and administrators shared in interviews that some teachers are allowed "flex-time" to provide extended day services to academically assist students afterschool. System and school leaders shared with External Review Team members several "scheduling innovations" that support student course choices: 1) middle school students taking high school courses for credit toward graduation; 2) synchronization of start times at all county high schools to support virtual learning opportunities; 3) "Pirate Academy" and "Power Hour" that provide

opportunities for high school students to participate in enrichment and intervention activities; and 4) North Carolina Virtual Public School (NCVPS) allows students flexibility to choose courses that might not be directly offered locally.

Students whose school leaders provide creative scheduling have opportunities to engage in higher level learning.

Powerful Practice

The Magnanimous Mentors program at the Onslow County Learning Center engages retired military personnel in meeting the needs of at-risk students.
(Indicators 3.5, 3.12, 4.8)

Evidence and Rationale

This truly unique program provides support services and positive relationship-building for at-risk students from across the county. Retired military officers volunteer as Magnanimous Mentors to provide academic and social support to at-risk male students. Magnanimous Mentors meet weekly with individual students to review academic progress and provide needed assistance for students who fall behind; Magnanimous Mentors visit students in their homes to encourage school attendance when necessary. Magnanimous Mentors model positive engagement in the community and accompany students on academic field experiences such as college visits and military or career site visits. The Learning Center's strategic plan indicates that Magnanimous Mentor support is an integral part of educational services, which has yielded positive results in credit recovery, high school graduation, and post-secondary career interest and planning. The Learning Center's monthly newsletters and the Magnanimous Mentors website highlight the academic and social benefits provided by Magnanimous Mentors.

Students who work with Magnanimous Mentors have opportunities to interact and build positive relationships with successful adult role models who help them become better prepared to be successful 21st Century citizens.

Powerful Practice

The system provides programs and practices that promote global awareness and understanding of diverse cultures for all learners – students, parents, and teachers.
(Indicators 1.3, 2.4, 3.12)

Evidence and Rationale

District leaders presented information in the accreditation report and provided information on the system website describing their commitment as a Global Network member school system to establishing a comprehensive, strategic, K-12 plan to prepare all students for success in an increasingly global environment through enhanced language learning and global literacy programs. Teachers, administrators, students, and parents shared in interviews that a diversity of community guest speakers regularly contribute to a global environment by sharing unique cultural experiences with students and staff members. School leaders presented information on partnerships with Visiting International Teachers, virtual partnerships with students

and schools in foreign countries, language immersion programs, and other foreign language classes. External review team members observed students learning from international teachers who contributed educational practices and teaching methods and provided international exposure and experience.

Students who have opportunities to participate in global studies and international partnerships are more likely to become culturally responsible citizens in at 21st Century global society.

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.	3.12	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.	3.38	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.	3.12	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.	3.25	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.	3.25	2.96
2.2	The governing body operates responsibly and functions effectively.	3.12	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.	3.50	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.75	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	3.12	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.	3.12	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	4.00	3.43
Stakeholder Feedback Results and Analysis	3.00	3.12

Findings

Improvement Priority

Articulate the strategic leadership philosophy and system-wide structures to guarantee high-quality educational services for every student.

(Indicators 1.3, 2.3, 2.4)

Evidence and Rationale

System leaders have developed and implement a system of shared leadership that provides school-level leaders a high level of autonomy to make data-driven decisions that best meet the needs of their students. Observations and interviews revealed significant autonomy and a high standard of excellence at the school level; however, district officials could not formally articulate the leadership philosophy providing for such autonomy and high standard. Interviews revealed that the practice of granting significant autonomy below the district level and the establishment of a high standard of excellence began with the appointment of a new superintendent in 1991. Interviews subsequently confirmed that the then superintendent created a culture of autonomy and excellence that has endured through the present but has not been documented in a philosophy of strategic leadership. Additionally, interviews and artifacts revealed that leadership structures and procedures are in place and appear to work effectively at the system, feeder pattern, and school levels;

however, a formal, documented flow of such structures and procedures was not provided.

System leaders who maintain a formal philosophy for strategic leadership can provide rationale and support for sharing leadership among stakeholders at all levels of the system.

Opportunity for Improvement

Organize existing communication efforts into a comprehensive plan that documents the system's efforts to disseminate information to stakeholders.
(Indicators 1.1, 1.2, 2.5)

Evidence and Rationale

Administrators shared various effective communication efforts in interviews and through artifacts such as the Emergency Operations Crisis and Communication Plan, Technical Standards Programming and Production, and the Memorandum of Agreement for the Joint Mutually Beneficial Operation of the Government Channel by Onslow County and the City of Jacksonville. However, a centralized plan for coordinating and documenting all communication methods and procedures was not available to provide a single source of information about the following: 1) Emergency communication (i.e., Emergency Operations Crisis, Communication Plan); 2) Publicity (i.e., district and school websites, television stations, newspaper outlets, videotaped meetings, public Service Announcements, e-mails to news outlets, Facebook, Twitter, public television services, flyers and/or letters, etc. to business and community agencies); 3) Information dissemination to stakeholders at all levels such as employees, parents, students, and the community (i.e., School Messenger, Parent Portal, Bring Your Own Device (BYOD), intra-system e-mail); and 4) Teaching and learning resources such as those posted in web-based curation sites such as LiveBinders and Symbaloo.

A school system that maintains a formal communication plan that clearly describes policies, procedures, and documentation requirements is more likely to have coordinated communication across the system and into the community.

Powerful Practice

Leaders and staff members – from the classroom through the boardroom to community partnerships – foster a culture consistent with the system's purpose and direction.
(Indicators 1.3, 2.4, 2.5)

Evidence and Rationale

The system has established and sustains a culture of collaboration that focuses on student learning. System and school leaders shared in interviews that coordinated strategic planning processes ensure that planning and improvement efforts are aligned from the system through the feeder patterns to the schools to ensure that decisions and actions are aligned with the district purpose. Information shared in interviews as well as artifacts reviewed confirm that processes for collaboration are effectively modeled by system-level leaders and coordinated through school-level leaders to include teachers and student s collaborative decision-making. School leaders in all feeder patterns participate in peer review of continuous improvement processes and plans, providing encouragement and support for colleagues. System and school leaders as well as community

representatives shared in interviews ways in which the collaborative culture extends beyond the system, feeder patterns and schools to include parents, the community and military installations that are located in the county (i.e., Marine Corps Camp Lejeune, Marine Corps Air Stations New River, Camp Geiger). The system partners with many community organizations to provide support services and opportunities for students to become involved in the community in meaningful ways (i.e., Chamber of Commerce, Economic Development, Workforce Development Council, Youth Council, city and county managers, law enforcement and the judiciary), and with the Coastal Carolina Community College and North Carolina Museum of Science to provide professional development.

Collaboration between and among school leaders, other educators, parents and community members ensures alignment of strategic planning efforts with the system purpose and effective transitions for students across grade and school levels.

Powerful Practice
Leaders at all levels address student learning needs by strategically designing and using common time for collaborative discussions focused on data-driven decision-making and by crafting purposeful and creative student schedules.
(Indicators 3.5, 4.2, 5.2)

Evidence and Rationale
Teachers and administrators shared in interviews that scheduling of teacher course assignments is data-driven and planned to facilitate learning and improve instructional practices. Teachers have regular opportunities to discuss student learning and to make data-driven decisions. Creative scheduling provides time for enrichment and intervention periods as well as exploratory offerings such as robotics, STEM labs, and world language learning. Teachers and students in elementary schools work within a WAVE or modified WAVE schedule. Teachers and administrators shared in interviews that "skinny schedules" were implemented to improve student performance in math and science. The "skinny schedule" format allows students to engage in math and science instruction for 45 minute segments all year instead of 90 minute instructional blocks for a semester. External Review Team members observed students engaged in class via teleconferencing with three other schools in the area of French instruction. Teachers and administrators shared in interviews and External Review Team members observed students engage in remediation/mentoring periods scheduled during the instructional school day to provide students with educational and emotional supports. Teachers and administrators shared in interviews that some teachers are allowed "flex-time" to provide extended day services to academically assist students afterschool. System and school leaders shared with External Review Team members several "scheduling innovations" that support student course choices: 1) middle school students taking high school courses for credit toward graduation; 2) synchronization of start times at all county high schools to support virtual learning opportunities; 3) "Pirate Academy" and "Power Hour" that provide opportunities for high school students to participate in enrichment and intervention activities; and 4) North Carolina Virtual Public School (NCVPS) allows students flexibility to choose courses that might not be directly offered locally.

Students whose school leaders provide creative scheduling have opportunities to engage in higher level

learning.

Powerful Practice

The system models and encourages efficient, responsible, and creative resource management to maximize teaching and learning.
(Indicators 1.3, 2.2, 4.2, 4.4)

Evidence and Rationale

System leaders provided information about ways in which the system manages resources to support student learning across the county; External Review Team members observed effective use of resources to support learning, among adults as well as students. District and school leaders presented information in the Accreditation Reports to describe technology initiatives; External Review Team members confirmed this focus with observations of the 1:1 initiative in classrooms, the use of teleconferencing to teach classes such as French at multiple sites, and the use of enhanced classrooms county-wide using "Onslow View." The system has developed and is implementing long-range planning for facilities, technology, and maintenance; projected growth in enrollment is considered as the plan is implemented, reviewed, and revised. The system and county government have adopted a joint agreement to support facility building and improvements. Parents and community members who participated in interviews praised the responsible use of resources in county schools.

Students in schools where resources are well-managed are more likely to have appropriate and up-to-date materials and environments that support their learning.

Powerful Practice

The system provides programs and practices that promote global awareness and understanding of diverse cultures for all learners – students, parents, and teachers.
(Indicators 1.3, 2.4, 3.12)

Evidence and Rationale

District leaders presented information in the accreditation report and provided information on the system website describing their commitment as a Global Network member school system to establishing a comprehensive, strategic, K-12 plan to prepare all students for success in an increasingly global environment through enhanced language learning and global literacy programs. Teachers, administrators, students, and parents shared in interviews that a diversity of community guest speakers regularly contribute to a global environment by sharing unique cultural experiences with students and staff members. School leaders presented information on partnerships with Visiting International Teachers, virtual partnerships with students and schools in foreign countries, language immersion programs, and other foreign language classes. External review team members observed students learning from international teachers who contributed educational practices and teaching methods and provided international exposure and experience.

Students who have opportunities to participate in global studies and international partnerships are more likely to become culturally responsible citizens in at 21st Century global society.

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.	3.12	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.	3.12	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.	3.50	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.	3.25	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

Powerful Practice

Leaders at all levels address student learning needs by strategically designing and using common time for collaborative discussions focused on data-driven decision-making and by crafting purposeful and creative student schedules.

(Indicators 3.5, 4.2, 5.2)

Evidence and Rationale

Teachers and administrators shared in interviews that scheduling of teacher course assignments is data-driven and planned to facilitate learning and improve instructional practices. Teachers have regular opportunities to discuss student learning and to make data-driven decisions. Creative scheduling provides time for enrichment and intervention periods as well as exploratory offerings such as robotics, STEM labs, and world language learning. Teachers and students in elementary schools work within a WAVE or modified WAVE schedule. Teachers and administrators shared in interviews that "skinny schedules" were implemented to improve student performance in math and science. The "skinny schedule" format allows students to engage in math and science instruction for 45 minute segments all year instead of 90 minute instructional blocks for a semester. External Review Team members observed students engaged in class via teleconferencing with three other schools in the area of French instruction. Teachers and administrators shared in interviews and External Review Team members observed students engage in remediation/mentoring periods scheduled during the instructional school day to provide students with educational and emotional supports. Teachers and administrators shared in interviews that some teachers are allowed "flex-time" to provide extended day services to academically assist students afterschool. System and school leaders shared with External Review Team members several "scheduling innovations" that support student course choices: 1) middle school students taking high school courses for credit toward graduation; 2) synchronization of start times at all county high schools to support virtual learning opportunities; 3) "Pirate Academy" and "Power Hour" that provide opportunities for high school students to participate in enrichment and intervention activities; and 4) North Carolina Virtual Public School (NCVPS) allows students flexibility to choose courses that might not be directly

offered locally.

Students whose school leaders provide creative scheduling have opportunities to engage in higher level learning.

Powerful Practice
The Magnanimous Mentors program at the Onslow County Learning Center engages retired military personnel in meeting the needs of at-risk students.
(Indicators 3.5, 3.12, 4.8)

Evidence and Rationale
This truly unique program provides support services and positive relationship-building for at-risk students from across the county. Retired military officers volunteer as Magnanimous Mentors to provide academic and social support to at-risk male students. Magnanimous Mentors meet weekly with individual students to review academic progress and provide needed assistance for students who fall behind; Magnanimous Mentors visit students in their homes to encourage school attendance when necessary. Magnanimous Mentors model positive engagement in the community and accompany students on academic field experiences such as college visits and military or career site visits. The Learning Center's strategic plan indicates that Magnanimous Mentor support is an integral part of educational services, which has yielded positive results in credit recovery, high school graduation, and post-secondary career interest and planning. The Learning Center's monthly newsletters and the Magnanimous Mentors website highlight the academic and social benefits provided by Magnanimous Mentors.

Students who work with Magnanimous Mentors have opportunities to interact and build positive relationships with successful adult role models who help them become better prepared to be successful 21st Century citizens.

Powerful Practice
The system models and encourages efficient, responsible, and creative resource management to maximize teaching and learning.
(Indicators 1.3, 2.2, 4.2, 4.4)

Evidence and Rationale
System leaders provided information about ways in which the system manages resources to support student learning across the county; External Review Team members observed effective use of resources to support learning, among adults as well as students. District and school leaders presented information in the Accreditation Reports to describe technology initiatives; External Review Team members confirmed this focus with observations of the 1:1 initiative in classrooms, the use of teleconferencing to teach classes such as French at multiple sites, and the use of enhanced classrooms county-wide using "Onslow View." The system has developed and is implementing long-range planning for facilities, technology, and maintenance; projected growth in enrollment is considered as the plan is implemented, reviewed, and revised. The system and county government have adopted a joint agreement to support facility building and improvements. Parents and

community members who participated in interviews praised the responsible use of resources in county schools.

Students in schools where resources are well-managed are more likely to have appropriate and up-to-date materials and environments that support their learning.

Conclusion

Onslow County School System is focused on the Vision: Excellence in Education. To that end, system- and school-level leaders, other educators, parents and other community stakeholders work tirelessly toward the Mission: ". . . to prepare students to be globally competitive leaders and responsible citizens in the 21st Century." The ultimate Purpose toward which the system works is "To educate students for a successful future." The system has extended the five North Carolina goals for public education to define five goals that drive decision-making based on the needs of students in Onslow County public schools: 1) ". . . students will be globally competitive through the mastery of a relevant and rigorous curriculum."; 2) ". . . schools and students will be led by creative, passionate, and technologically skilled professionals."; 3) ". . . students will learn in a safe and civil environment to be ethical, healthy and productive citizens."; 4) "Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners."; and 5) ". . . schools will be supported by effective and efficient processes and systems." Each of these goals is operationalized as outlined in the District Strategic Plan and individual school Strategic Plans. System leaders and stakeholders engage in regular review and revision of Strategic Plans using a well-established set of processes and procedures. Educators in each feeder pattern work collaboratively to support continuous improvement efforts of all in the feeder pattern; each school makes a formal presentation to the Board of Education each year to describe and document progress with Strategic Plans and revisions for future Plans.

The system is engaged in a major technology integration process for digital device acquisitions and integration of digital learning into the teaching and learning processes. Three specific focus areas are clearly outlined in technology plans and procedures: 1) complete 1:1 implementation; 2) Virtual Learning Organizations; and 3) a Career Launch Technology Center. System leaders are rightfully proud to have been selected to participate in the Future Ready Schools regional summit in Raleigh NC! According to the Future Ready Fact Sheet, "Future Ready Schools is a bold new effort to maximize digital learning opportunities and help school districts move quickly toward preparing students for success in college, a career, and citizenship." Retrieved March 5, 2015 from http://www.futurereadyschools.org/cms/lib8/DC01927203/Centricity/Domain/4/Future-Ready_FINAL-7.pdf System leaders noted that participation in the Future Ready initiative offers ongoing opportunities to share successful practices with school leaders from other systems as well as to extend current technology integration plans into the near future.

The system has established and sustains a culture of collaboration that focuses on student learning. System and school leaders noted that "Teamwork is key!" - they coordinate strategic planning processes to ensure that planning and improvement efforts are aligned from the system through the feeder patterns to the schools to ensure that decisions and actions are aligned with the district purpose. Collaboration processes are effectively modeled by system-level leaders and coordinated through school-level leaders to include teachers, students and parents in collaborative decision-making. School leaders in all feeder patterns participate in peer review of strategic improvement processes and plans, providing encouragement and support for colleagues. The collaborative culture extends beyond the system, feeder patterns and schools to include parents, the community, and military installations that are located in the county (i.e., Marine Corps Camp Lejeune, Marine Corps Air Stations New River, Camp Geiger). The system partners with many community organizations to provide support services and opportunities for students to become involved in the community in meaningful

ways (i.e., Chamber of Commerce, Economic Development, Workforce Development Council, Youth Council, city and county managers, law enforcement and the judiciary), and with the Coastal Carolina Community College and North Carolina Museum of Science to provide professional development.

Students and adults in the Onslow County School System represent diverse, international perspectives, speaking at least 23 different languages. District leaders, other educators, and community stakeholders share purposeful commitment to global education. As a Global Network member, the system has established and is implementing a comprehensive, strategic, K-12 plan to prepare all students for success in an increasingly global environment through enhanced language learning and global literacy programs. Community guest speakers from diverse cultures regularly contribute to the global environment by sharing unique cultural experiences with students and staff members. The system has a well-established partnership with Visiting International Teachers, facilitates virtual partnerships with students and schools in foreign countries, and provides language immersion programs and other foreign language classes.

The system manages resources to support learning across the county, among adults as well as students. The system has developed and is implementing long-range planning for facilities, technology, and maintenance; projected growth in enrollment is considered as the plan is implemented, reviewed, and revised. The system and county government have adopted a joint agreement to support building and improvement projects.

System leaders are firmly committed to continue and improve those initiatives described in the above paragraphs. Additionally, the system maintains a formal communication plan that clearly describes policies, procedures, and documentation requirements for disseminating communication across the system and into the community. Procedures include formal plans such as the Emergency Operations Crisis and Communication Plan, Technical Standards Programming and Production, and the Memorandum of Agreement for the Joint Mutually Beneficial Operation of the Government Channel by Onslow County and the City of Jacksonville. However, a centralized plan for coordinating and documenting all communication methods and procedures will provide a single source of information about: 1) Emergency communication (i.e., Emergency Operations Crisis, Communication Plan); 2) Publicity (i.e., district and school websites, television stations, newspaper outlets, videotaped meetings, public Service Announcements, e-mails to news outlets, Facebook, Twitter, public television services, flyers and/or letters, etc. to business and community agencies); 3) Information dissemination to stakeholders at all levels such as employees, parents, students, and the community (i.e., School Messenger, Parent Portal, Bring Your Own Device (BYOD), intra-system e-mail); and 4) Teaching and learning resources such as those posted in web-based curation sites such as LiveBinders and Symbaloo.

The Board of Education and system leaders have developed and implement a system of shared leadership that provides school-level leaders and teachers a high level of autonomy to make data-driven decisions that best meet the needs of their students. Leadership structures and procedures are in place and appear to work effectively at the system, feeder pattern, and school levels. This style of distributed leadership has long-standing support, having begun in 1991 when the then superintendent created a culture of autonomy and distributed leadership. Developing and disseminating a formal well-articulated leadership philosophy and formal, documented flow of leadership structures and procedures will allow leaders at all levels to refer to

processes that are specifically defined and to share these processes in transparent ways with all stakeholder groups, in the school as well as in the community.

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:

-   Articulate the strategic leadership philosophy and system-wide structures to guarantee high-quality educational services for every student.

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	320.12	282.79
Teaching and Learning Impact	316.67	274.14
Leadership Capacity	331.25	296.08
Resource Utilization	312.50	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
Bell Fork Elementary School	347.62	318.18	314.29	333.33
Blue Creek Elementary School	314.29	290.91	328.57	310.26
Carolina Forest Elementary School	395.24	400.00	385.71	394.87
Clyde Erwin Elementary School	319.05	345.45	300.00	323.08
Dixon Elementary School	328.57	309.09	314.29	320.51
Dixon High School	295.24	327.27	300.00	305.13
Dixon Middle School	290.48	327.27	300.00	302.56
Hunters Creek Elementary School	276.19	290.91	300.00	284.62
Hunters Creek Middle School	295.24	309.09	300.00	300.00
Jacksonville Commons Elementary School	347.62	390.91	357.14	361.54
Jacksonville Commons Middle School	285.71	345.45	314.29	307.69
Jacksonville High School	309.52	327.27	271.43	307.69
Meadow View Elementary	304.76	281.82	300.00	297.44
Morton Elementary School	295.24	336.36	285.71	305.13
New Bridge Middle School	357.14	372.73	357.14	361.54
Northside High School	361.90	345.45	385.71	361.54
Northwoods Elementary School	323.81	336.36	371.43	335.90
Northwoods Park Middle School	271.43	281.82	314.29	282.05
Parkwood Elementary School	314.29	281.82	271.43	297.44
Queens Creek Elementary School	357.14	354.55	328.57	351.28
Richlands Elementary School	276.19	263.64	285.71	274.36
Richlands High School	314.29	281.82	357.14	312.82
Richlands Primary School	309.52	290.91	300.00	302.56

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Sand Ridge Elementary School	304.76	318.18	328.57	312.82
Silverdale Elementary School	328.57	272.73	314.29	310.26
Southwest Elementary School	295.24	300.00	300.00	297.44
Southwest High School	247.62	245.45	271.43	251.28
Southwest Middle School	309.52	336.36	328.57	320.51
Stateside Elementary	357.14	327.27	328.57	343.59
Summersill Elementary School	300.00	281.82	314.29	297.44
Swansboro Elementary School	319.05	318.18	300.00	315.38
Swansboro High School	333.33	318.18	371.43	335.90
Swansboro Middle School	285.71	281.82	300.00	287.18
Trexler Middle School	309.52	309.09	300.00	307.69
White Oak High School	319.05	309.09	357.14	323.08

Other System Institutions

The following institutions did not complete the required Accreditation Report for this External Review.

Institution	Institution
Thompson Early Childhood Center	

Team Roster

Member	Brief Biography
Ms. Mary L Mickelson	Ms. Mickelson is an AdvancED certified Lead Evaluator and has chaired / served on NCA-CASI and SACS-CASI school and district QAR teams in Indiana, Alabama, Arizona, Michigan, Kentucky, North Carolina,Texas and Virginia. Mary has served as DoDEA External Review / QAR team Lead Evaluator / chair or Associate Lead for more than 30 DoDEA schools in Europe, Japan, Korea, and stateside locations. She has served as Lead Evaluator / chair or Associate Lead for international school teams in Saudi Arabia, Egypt, Qatar and the United Arab Emirates. Mary has worked extensively with AdvancED as an Indiana state committee member (ten years as the state superintendent's designee). Ms. Mickelson is currently an adjunct instructor for graduate education and transition to teaching programs (including student teaching). Mary has written and teaches curriculum and instruction courses for online graduate education programs. Particular areas of expertise include: continuous improvement at the school and district levels; data-driven decision-making; curriculum and instructional improvement; and professional development. Mary served the Indiana Department of Education in several roles: Director of School Accreditation (approximately 2200 public and non-public schools); education consultant for accreditation and gifted/talented education. In addition, Mary has experience at the local school and district levels: grant writer / manager; continuous improvement and assessment director; gifted/talented education coordinator/teacher/curriculum developer; music educator. Ms. Mickelson holds undergraduate and graduate degrees from Indiana State University and the gifted/talented education endorsement from Purdue University.
Mrs. Selma B Allen	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. 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 twelve school systems and has served on district review teams in five school systems in North Carolina and six 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.
Dr. Michael E. Lodico	Michael Lodico spent 31 years in the public schools of North Carolina, serving as teacher, curriculum specialist, school administrator, regional center consultant, and central office director. He retired as assistant superintendent for curriculum of Asheville City Schools in 2008. He has degrees from Cornell University and Western Carolina University. His doctoral dissertation (2003) was a study of the characteristics of most improved high schools in North Carolina. He has worked as a Lead Evaluator for AdvancED since 2010, leading review teams in 14 states.
Ms. Susan Taylor Bullock	Susan Bullock is currently the Assistant Superintendent for Instructional Services for Wilson County Schools. She began her career 28 years ago as a teacher assistant and bus driver. Since then, she has held many positions throughout the district including teacher, instructional specialist, assistant principal and principal. She graduated cum laude from Barton College in Wilson, N.C. and later received her master's degree in administration from East Carolina University in Greenville, N.C. She has excelled at each level of her career being named Bus Driver of the Year, Teacher of the Year and Principal of the Year. She is passionate about helping students, teachers and principals succeed.

Member	Brief Biography
Colonel Scott K. Gibson	Scott is currently serving in his third year as the head of school of Lowcountry Preparatory School in Pawleys Island, South Carolina, following service elsewhere as head of school. He began his formal career in education in 2004 following retirement at the grade of O-6 after 22 years of commissioned service in the US Air Force with command and staff assignments stateside and overseas in locations to include Europe, Africa, and the Middle East. Scott was the valedictorian at Boys' Latin School, the first honor graduate at The Citadel, and the Outstanding MBA Graduate at Spring Hill College, the Jesuit College of the South. He also earned graduate degrees from Troy University-Europe, the US Army Command & General Staff College, and Georgetown University. He completed a one-year applied research fellowship at the RAND Corporation.
Dr. Emily Marsh	Currently the NC: Ft. Bragg District Superintendent, DoDEA-DDESS, Dr. Mash have served as a teacher, principal, assistant supertintendent and superintendent in DoDEA schools and as a teacher in local LEAs. She holds an undergraduate degree from Auburn University and graduate degrees from the University of Texas, El Paso and Auburn University.
Dr. Logan T Toone	Dr. Toone is currently serving as Director of Assessment for the Davis School District. Prior to this position, he worked as the K-12 mathematics curriculum supervisor and as a high school math teacher. He holds a PhD in Educational Leadership with a research emphasis on methodological implications in program evaluation.
Ms. Pamela Arlene White	Pamela White has been an assistant principal at two elementary schools in Clay County for the past eleven years. Prior to becoming an administrator she worked as ESE Technology Specialist at the district level for four years and served as a SPRINT Specialist for three years training interning teachers and worked as an adjunct instructor in Special Education at the University of North Florida. Prior to service as a SPRINT Specialist, Ms. White was a special education teacher and taught students with learning disabilities and/or mental handicaps for over 15 years. Ms. White has a B.S. in Special Education in the area of Mental Retardation and a M.Ed. in Special Education with a concentration in Learning Disabilities. She is certified in Educational Leadership , Specific Learning Disabilities, and Mental Retardation. She has served as a past president of chapters of Council for Exceptional Children in S.C. and Florida and president of Orange Park Toastmasters.
Mrs. Cathy G Wittman	Cathy Wittman currently serves as the Director of Professional Development for Nash-Rocky Mount Public Schools. Mrs. Wittman's tenure at the district level has included PD Director and Elementary Curriculum Specialist. Her professional experience includes teacher of K-5 Exceptional Children, AIG (gifted), kindergarten and preschool, and Media Specialist.

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

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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