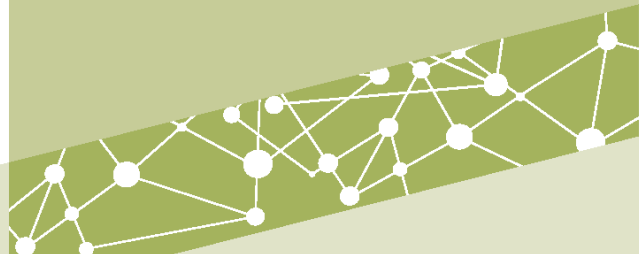**September 23-26, 2018**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» **Results for:**

Charleston County School District
75 Calhoun Street
Charleston, SC 29401

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its 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 implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Emerging
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Needs Improvement
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Needs Improvement
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Emerging
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Emerging
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Emerging

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Needs Improvement
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Needs Improvement
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Needs Improvement

Learning Capacity Standards		Rating
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Needs Improvement
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Meets Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Emerging
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Emerging
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Emerging
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Meets Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

Effective Learning Environments Observation Tool® (eleot®) Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot® Observations	128	
Environments	Rating	AIN
Equitable Learning Environment	2.52	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.93	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.10	3.74
Learners are treated in a fair, clear and consistent manner	3.27	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.80	2.06
High Expectations Environment	2.50	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.57	3.17
Learners engage in activities and learning that are challenging but attainable	2.64	3.14
Learners demonstrate and/or are able to describe high quality work	2.27	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.43	3.06
Learners take responsibility for and are self-directed in their learning	2.61	2.89

eleot® Observations		
Total Number of eleot® Observations	**128**	
Environments	**Rating**	**AIN**
Supportive Learning Environment	2.99	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.94	3.66
Learners take risks in learning (without fear of negative feedback)	2.74	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.02	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.24	3.66
Active Learning Environment	2.52	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.71	3.34
Learners make connections from content to real-life experiences	2.34	2.80
Learners are actively engaged in the learning activities	2.83	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.22	2.74
Progress Monitoring and Feedback Environment	2.53	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.35	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.73	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.86	3.37
Learners understand and/or are able to explain how their work is assessed	2.19	2.63
Well-Managed Learning Environment	3.14	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.40	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.26	3.83
Learners transition smoothly and efficiently from one activity to another	2.87	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.04	3.54
Digital Learning Environment	1.66	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.80	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.67	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.50	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	**X**	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution's continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation.   Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards 1.4; 1.5 Standards 2.1; 2.2; 2.3; 2.5; 2.6; 2.12 Standard 3.6
Improve Opportunities for Improvement	Standards 1.1; 1.2; 1.3; 1.6; 1.7; 1.8; 1.9; 1.11 Standards 2.7; 2.9; 2.10; 2.11 Standards 3.1; 3.2; 3.4; 3.5; 3.8
Impact Effective Practices	Standard 1.10 Standards 2.4; 2.8 Standards 3.3; 3.7

Accreditation Recommendation and Index of Education Quality® (IEQ®)

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

AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	255.81	AIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Charleston County School District has a rich history, compelling heritage, and potential for a prosperous future. The school district is at a crossroads today - with a stark choice between preserving its past and creating a new CCSD for today and tomorrow's children. If the district and its communities focus on the needs of today and tomorrow's learner the choice is clear. However, if the district and its communities focus on preserving customs and practices of the past, every learner, no matter how gifted, will be ill equipped for their future.

There is ample evidence in small pockets throughout the system that the district has the knowledge, capability and capacity to successfully achieve their well stated goals in support of their mission to serve all children. However, there is little evidence that such efforts are pervasive throughout the schools and their classrooms. The disparities in learning environments and educational opportunities for students throughout the district is significant and will require sustained, effective leadership and community fortitude to overcome. The historical conditions throughout the community stand in the way of meeting the needs of every child as such customs and practices were not intended to support every child rather to protect the independence of small communities that exist in parts of the county. The school district would benefit greatly from the removal of the constituent board structure established by Act 340, adopted in 1968. Today the provisions required by Act 340 create an unnecessary level of governance that is a barrier to the district's effort to create an aligned system of operations that optimizes available resources in support of every learner no matter what part of the county they reside and what school they attend.

As the district continues its journey to serve and support every learner to ensure readiness for their future, there are critical attributes that must be preserved and leveraged. The district's recent efforts to engage the community in the development and determination of a Strategic Plan lays the groundwork for guiding, monitoring and achieving the vision. In order for the district to succeed it must ensure capable and effective leadership at all levels that is stable and sustaining. The district has experienced significant leadership changes at all levels over the past three years. It is now time for the district to stabilize so that efforts of improvement can be consistent, sustaining, and coordinated. The Board and Superintendent must establish clear expectations and unwavering commitment to the Strategic Plan so that as change occurs, the focus on the mission and goals of the district remain unaltered. It is evident that the district benefits today from strong, visionary leadership of the superintendent and in other

leadership roles at the district and school levels.

Throughout the district there is ample evidence of deeply committed teachers who have the skills and knowledge to help every child learn. The district is committed to supporting teachers through coaching, professional development, and establishing a competitive compensation schedule. Although teachers have the expertise to be effective in ensuring success for every learner, they need the direction, support and resources from the district to guide the instructional changes necessary to achieve the goals and expectations set by the district. With the Strategic Plan serving as a blueprint, the district must align and allocate resources to ensure that every learner has the opportunity and support to succeed. Teachers must engage in professional development to enable and support their efforts to create and sustain learning environments that leverage needed instructional resources to engage every learner and support their success. School principals enjoy a level of autonomy with respect to the professional development of teachers. However, such autonomy must be balanced and monitored to build capacity and capability across the district. For example, some classrooms embrace and integrate available technologies in support of learning whereas other classrooms provide scant evidence of any use of available technologies. Additionally, some teachers are clearly focused on creating environments where the learner is an active participant. However, there are a significant number of classrooms that maintain a traditional direct instructional approach that favors the high achieving student and ignores the struggles of individual students.

The district has access to the necessary resources to implement required actions to meet the goals in its Strategic Plan. However, it is critical that the district is able to preserve and grow available resources in subsequent years to ensure success of its vision. The district must continue its efforts to ensure that every learner and teacher are supported by the physical environments as well as the instructional resources, including technology, that are needed for success. There are pockets in the district where students and teachers enjoy the benefit of needed resources to succeed whereas in other parts of the district students and teachers struggle to access and benefit from needed resources. The district is committed to ensuring equity that target resources, support, and attention where need is greatest. Meeting this commitment will require hard choices. It is critical that the district ensure equity not community by community or school by school, but at the student level. Equity does not mean equal. Equity for every student means that he/she has the opportunities, resources and support to succeed. The district must move from an environment where one must 'advocate for equity' to one that 'allocates for equity'.

In support of the results of the Standards Diagnostic, the following areas must be addressed in support of achieving the goals and expectations in the district's Strategic Plan.

- **Board Governance** - the Board needs to commit and engage in whole board training regarding the role of governance in leading and supporting effective educational systems. Such training should focus on the work of the Board as a team providing critical leadership for the school district. Although board members may understand their individual role and responsibilities in service, there is ample evidence that the board, as a whole, struggles to provide effective leadership in guiding and governing the district.

- **Allocation of Resources** - The current district practices in allocating resources does not fully align and support the direction of the Strategic Plan and the expectations stated within. Prior to the development of the next fiscal budget, the district should examine its policies, procedures and practices that guide the development and determination of the annual budget. In order for the district to support and enable its definition and commitment to equity, the allocation of resources determined through the budgeting process must be modified. There is significant evidence that the allocation of resources is disproportional to the needs of students. There is clear disparity in student achievement levels between schools that correlates with the availability and allocation of resources. In order for the district to meet the needs of students the budgeting process must discontinue past practices. The budget process must begin with determining the needs of students and the goals of the Strategic Plan. This will require the will and courage to redirect resources from areas that have little or no need to those areas that have valid and noted need.

- **Community Engagement** - Setting new direction that will transform the work of the school district and the commitment and support of a community requires extraordinary vision, courage, and perseverance. The district enabled and supported a comprehensive process that included high levels of community engagement in creating the current Strategic Plan. As the district begins the implementation of actions in support of the Strategic Plan, the effort to engage the various communities that are served by CCSD is critical. Although the district provided avenues for stakeholder involvement and feedback in development of the Strategic Plan, there is little evidence that key stakeholder groups have taken ownership of the plan. There is little evidence that the communities served by the district and the key stakeholders in these schools understand how current and future actions are in support of the plan and its expectations. The district needs to design and enact strategies that will focus on building understanding and commitment to the Strategic Plan. In doing so it is important that stakeholders understand the 'why' behind the plan and the evidence that compels the expectations and goals in the plan.

- **The Culture of the Classroom** - The district needs to define, invest and ensure that the culture of every classroom is aligned with the goals and expectations of the district's Strategic Plan. There is little evidence that a significant number of classrooms throughout the district support a culture of learning and engagement that meets the district's vision for every learner and their commitment that 'students are the heart of our work.' Far too many classrooms have disengaged students. Teachers lack an understanding and support for establishing and nurturing a classroom culture that will engage every learner. The district needs to investigate, determine, and commit the necessary resources for professional development, coaching and mentoring of teachers to create and nurture healthy environments of learning.

- **Alignment** - The district is experiencing a significant change in a relatively condensed period of time. Although the change being sought is appropriate and necessary, such efforts strain the alignment of district and its actions, horizontally (across grade levels) and vertically (PK-12). There is little evidence that there is a known, well-articulated curriculum that is aligned vertically and horizontally. While teachers and administrators are focused on data related to student learning, there is insufficient evidence that the assessment practices of the district are aligned with instructional practices and curricula. Additionally, the district needs to ensure alignment between and among major functions that guide the work of the district including: board governance; the Superintendent's evaluation and expectations; the goals of the school system; the taught curriculum; the programs that support learning; the evaluation and progress monitoring of program effectiveness and student learning; the allocation of resources; professional development; and recruitment of teachers and principals. It is critical that the district conduct the necessary analysis and actions to ensure alignment of the work of the district, particularly in support of the learner.

- **Allocation of Resources** - The current district practices in allocating resources does not fully align and support the direction of the Strategic Plan and the expectations stated within. Prior to the development of the next fiscal budget, the district should examine its policies, procedures and practices that guide the development and determination of the annual budget. In order for the district to support and enable its definition and commitment to equity, the allocation of resources determined through the budgeting process must be modified. There is significant evidence that the allocation of resources is disproportional to the needs of students. There is clear disparity in student achievement levels between schools that correlates with the availability and allocation of resources. In order for the district to meet the needs of students, the budgeting process must discontinue past practices. The budget process must begin with determining the needs of students and the goals of the Strategic Plan. This will require the will and courage to redirect resources from areas that have little or no need to those areas that have valid and noted need.

- **Community Engagement** - Setting new direction that will transform the work of school district and the commitment and support of a community requires extraordinary vision, courage, and perseverance. The district enabled and supported a comprehensive process that included high levels of community

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The Charleston County School District is in motion. It is moving towards a compelling future that will, when realized, dramatically improve the readiness and preparedness of every learner to pursue their future whether for the next level of learning or to seek gainful employment. Creating and sustaining a highly effective school system is a key attribute of a vibrant community where economic prosperity and quality of life are enabled through education. Charleston County School District has defined the appropriate plan to create the conditions for every learner to succeed. District leaders and the community must sustain their commitment, remain focused on serving every learner, and have the courage and conviction to persevere regardless of the roadblocks or hurdles that must be overcome. Making and ensuring "Students are the heart of our work" is a future worth pursuing, a journey worth taking.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Arlene Bakutes	Arlene Bakutes is the Director of Grant Initiatives for Richland School District Two in Columbia, SC. In that position, she coordinates all competitive grant activities for twenty elementary schools, seven middle schools, five high schools, and four magnet centers. Dr. Bakutes holds a Ph.D. in Secondary Education with a focus in curriculum, instruction and media technology from Indiana State University. She also has her MS and BA degrees in Secondary Education with a specialization in rhetoric. Dr. Bakutes has experience as a teacher and administrator in K-12 education as a middle and high school teacher and instructional coach. She holds National Board for Professional Teaching Standards certification in English Language Arts/Adolescence and Young Adulthood. She has served on several AdvancED Engagement Reviews and currently serves on the AdvancED Leadership Team for Richland School District Two.
Carmen Pough Banks, Associate Lead Evaluator	Carmen Pough Banks is an educator who has taught on the secondary and post-secondary levels and has now retired from the SC Department of Education. Carmen has served as a secondary teacher, as well as a post-secondary adjunct professor. Mrs. Banks has a Master's in Education degree and has strong curriculum development experience and is noted for her successful work with adult learners. As a career educator and seasoned presenter, she continues to provide staff development and coaching for selected schools within the state. Her experiences have included developing and monitoring a system of external review audits for schools designated as below average; monitoring statewide teams performing on-site visits and reviews of schools designated as unsatisfactory; conducting training for teams performing external and internal audits using three focus areas (leadership and governance, curriculum and instruction and professional development); and working with federal and state legislation and translating this into operational procedures. She has been an accreditation specialist for AdvancED for ten years, serving as a team member, team lead and is now certified as an early learning lead evaluator.

Team Member Name	Brief Biography
Delores Oliver Calloway	Delores Oliver Calloway is a retired district level administrator from Florida where she spent 35 years in the Martin County School District serving as teacher, primary specialist, assistant principal, principal, Director of School Improvement and Curriculum and Executive Director of Instructional Services. She has been involved with the Accreditation process since the mid 1980's serving as a team member and chair for school teams. Additionally, she served as the district facilitator for the Accreditation process in Martin County Florida for 6 years. As Director of School Improvement and Curriculum and as Executive Director of Instructional Services, she was the internal facilitator for the 5-year update of all elementary and middle schools. She was also the driving force influencing the district to pursue initial District Accreditation which was successfully granted in the spring of 2009. Since her retirement in 2009, Delores has been actively involved with AdvancED. She has served as a team member and Lead Evaluator on numerous school teams as well as serving as a team member and Associate Lead Evaluator on system teams. Delores serves as a member of the Florida Council and has recently completed the System Lead Evaluator training. Delores also does part-time work for Florida Atlantic University, serving as a mentor to students who are fast tracking their entry into teaching.
Andress Carter-Sims	Andress Carter-Sims received a Bachelor of Arts in Interdisciplinary Studies with an emphasis in Early Childhood Education and a Masters in Environmental Science from the University of South Carolina. Her graduate studies also included an Education Specialist Degree from Cambridge College in Curriculum and Instruction. During Mrs. Carter-Sims' 25 years in education she has had the opportunity to serve as a classroom teacher as well as a district level consultant in the areas of science, mathematics, and technology. She has also served as a Title I Coordinator focused on providing professional development for instructional assistants, teachers, and principals. In addition to serving in consultant roles, she has served as a Director for School Improvement, assistant principal, principal and currently she serves as the School Improvement Program Manager at the South Carolina Department of Education.
Sondra Cloud	Sondra Cloud is a Regional Director for the Pacific Region and is based in San Diego, California. She has been working with Measured Progress for the past 2.5 years and has worked with a variety of for-profit organizations in the K-12 education space in sales, business development and marketing. Sondra has been in the education space for the last 12 years and has expertise in assessment sales, curriculum sales and educational technology sales. Prior to working in this arena, Sondra obtained her Master's Degree in Communication from Arizona State University where she had the opportunity to teach a variety of communication courses.

Team Member Name	Brief Biography
Dr. Mark A. Elgart, Lead Evaluator	Dr. Mark A. Elgart serves as the founding president and chief executive officer for AdvancED| Measured Progress. Elgart is an international leader dedicated to helping stakeholders make decisions and take actions to improve the quality of learning experiences for every learner. AdvancED| Measured Progress drives education improvement through accreditation, research and innovation, policy and advocacy, and education technology solutions serving more than 36,000 institutions and 20 million students worldwide. Elgart works closely with government agencies and other leading education-focused organizations to help establish the policies, strategic vision, and actions to propel and transform the learning experience so that every learner is prepared for the rapidly and ever-changing global world. Elgart's professional experiences include several years as a mathematics and physics teacher as well as an administrator at the middle and high school levels including seven years as a middle school principal. Elgart earned a bachelor's in mathematics from Springfield College, a master's in education from Westfield State College, and a doctorate in education from the University of Massachusetts. In 2011 and 2013, the *Atlanta Business Chronicle* recognized him as one of the 100 most influential people in Metropolitan Atlanta. Elgart is the author of numerous articles and whitepapers including Meeting the Promise of Continuous Improvement and Designing State Accountability Systems for Continuous School Improvement: A Call to Action.
Dr. Andre` L. Harrison	Dr. Andre` L. Harrison currently serves as a Regional Director for AdvancED Southeast Region. Prior to that, he served as the AdvancED Alabama State Director. Before joining AdvancED, he spent 25+ years as an educator with the Elmore County Board of Education in Wetumpka, Alabama, where he served as the Superintendent of Education for the system before his retirement. During his tenure, as an educator in Elmore County, he also served as a teacher, library media specialist, principal, Attendance, Textbook, Section 504, and Library Media Education Coordinator, Director of Curriculum and Instruction, Interim Assistant Superintendent for Instructional Services and Human Resources, Assistant Superintendent of Education, Deputy Superintendent/Chief of Staff, Acting Superintendent of Education, and even a volunteer bus driver. He also has over a decade of experience working with AdvancED as a team member, associate lead evaluator, and lead evaluator for both school and district engagement reviews. Additionally, Dr. Harrison has over 24 years of experience as a university adjunct instructor; he has taught at Alabama State University, Auburn University, and Auburn University, Montgomery.
Angela Hilliard	Angela Hilliard's background includes over 20 years of extensive experience in finance, marketing and strategy across multiple industries. Angela joined AdvancED in 2008 as Vice President, Marketing, and currently serves as Senior Vice President, Strategy and Advocacy. Angela holds a Master of Business Administration from the University of the Incarnate Word and a Bachelor of Science in Finance from Georgetown University.

Team Member Name	Brief Biography
Heather Kinsey	Heather Kinsey serves the Chief Operations Officer of AdvancED | Measured Progress. In this role, Heather provides strategic leadership and oversight for the organization's US operations, business development, and professional services. Her deep passion for education, coupled with 20+ years of knowledge and expertise in school improvement, business, education and accountability, provides a unique foundation from which she has served AdvancED since 2008. Prior to assuming a role with AdvancED, Heather spent ten years with the Michigan Department of Education, where she played various role. A significant portion of that time was with the Office of School Improvement, where she played a key role in developing the statewide system of support, oversaw implementation of *No Child Left Behind*, managed data collection and reporting for state and federal accountability and compliance, and managed over a billion dollars in education funding.
Tina Jamison	Tina Jamison is an Education Associate on the School Improvement Team in the Office of School Transformation at the South Carolina Department of Education. Tina has over 22 years of experience in education including nine years as a high school and middle school English teacher. Tina has served in the role of the SC High Schools that Work and Making Middle Grades Work State Director. She is current co-director for the SC Schools to Watch program and is on the board of the National Forum to Accelerate Middle Grades Reform.
Mark Quintana	Mark Quintana has been a professional in education for 23 years and currently works as the Senior Director, Strategic Partnerships for AdvancED. In this role he supports continuous improvement efforts with state department of education partnerships and post-secondary institutions. Previously Mark served 18 years in the positions from teacher to Program Coordinator to district-level administrator for Broward County Public Schools, Florida. In his final position, he was the head of the Office of School Improvement where he was also the system lead for continuous improvement and accreditation. After Broward, Mark worked as a Senior Education Consultant for Promethean where he supported schools and district's nationwide on technology integration initiatives. Concurrently, Mark has experience working as a college/university adjunct professor (19 years), virtual schools adjunct instructor (5 years) and educational consultant (4 years). Mark continues to remain active with committee work and/or serving on the Board of Directors for education organizations. Mark holds a Bachelor of Arts degree in Economics from the State University of New York College at Oswego, Master of Education in Exceptional Student Education degree from Florida Atlantic University, an Educational Specialist degree in Educational Leadership and Doctorate of Education in Child and Youth Studies degrees from Nova Southeastern University.

Team Member Name	Brief Biography
Dr. Maria Sells	Dr. Maria Sells is Vice President of Diagnostic Services for AdvancED/Measured Progress. In this role, she leads, manages, monitors, supports, and ensures the quality of intensive support and improvement services. Dr. Sells has more than twenty years' experience focusing on assisting schools and districts to achieve excellence through the development and implementation of successful turnaround initiatives, building leadership capacity, targeted professional development, data driven decision making, and curriculum, instruction, and assessment alignment. Her experiences as a superintendent, assistant superintendent, principal and director of special education span elementary, middle, and high school levels in both rural and urban settings. Her administrative experiences also include leading programs in general, adult, correctional, vocational, and special education. Dr. Sells has extensive experience as a mentor for beginning administrators through the Indiana Department of Education and for practicing administrators through the Indiana Principal Leadership Institute. In addition, Dr. Sells has experience as an adjunct professor in the School of Education Leadership at Indiana Wesleyan University where she teaches courses covering curriculum development, action research, school culture, resource management, and principal preparation internships.
Dr. Machell F. Sprauve	Dr. Machell F. Sprauve currently teaches mathematics in the Freshman Academy at Wilson High School in Florence, S. C. where she is also the Freshman Academy Lead Teacher and assists the Assistant Principal to carry out various duties. Dr. Sprauve not only serves as a Lead Teacher at Wilson High School but also in the Florence One Schools District to assist in implementing school as well as district initiatives. Dr. Sprauve holds a PhD in Educational Leadership and a Master's Degree in Curriculum and Instruction from Capella University, a Bachelor's Degree in Secondary Mathematics from Francis Marion University, and an Associate of Science Degree in Computer Science from Horry-Georgetown Technical College. She has taught secondary mathematics for over 22 years both in the classroom and online. She has served on several AdvancED teams for accreditation and diagnostic reviews. She is a Mentor Teacher and 4.0 Rubric Evaluator. Dr. Sprauve is active in her community and volunteers when she can with the Red Cross, Donate Life SC/Sharing Hope SC, and other local organizations.

Team Member Name	Brief Biography
Dianna Weinbaum	For the past 15 years, Dianna Weinbaum has been an employee of Palm Beach County School District serving as educator, School Improvement and District Accreditation Specialist, Human Resources Manager, and Director of Professional Standards. Prior to joining the Palm Beach County School District, she collaborated with Human Resource executives to support personnel needs for organizations throughout South Florida. She has served AdvancED as a team member, associate lead evaluator and as a lead evaluator for school systems for the last eight years. As a Specialist, Ms. Weinbaum provided project guidance and supervision to all stakeholder groups within the 11th largest school district in the country regarding school improvement and district accreditation. As a Human Resources Manager, she guided administrators in the steps of the discipline process and collaborated to address and resolve employee relations issues. Now, as Director of Professional Standards, she oversees all functions associated with investigations of employee allegations related to ethics, improprieties, complaints, misconduct, or conflicts of interest. Ms. Weinbaum received her Bachelor of Arts in Elementary Education and her Master's in Educational Leadership K-12 from Florida Atlantic University. She also holds the Professional Human Resources Certification (PHR) and Certification from Association of Workplace Investigators (AWI-CH).

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.