

# Report of the External Review Team for Pacific South: Okinawa

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# Table of Contents

Introduction .....	4
Results .....	12
Teaching and Learning Impact .....	12
Standard 3 - Teaching and Assessing for Learning .....	13
Standard 5 - Using Results for Continuous Improvement .....	14
Student Performance Diagnostic .....	14
Effective Learning Environments Observation Tool (eleot™) .....	16
eleot™ Data Summary .....	19
Findings .....	22
Leadership Capacity .....	27
Standard 1 - Purpose and Direction .....	28
Standard 2 - Governance and Leadership .....	28
Findings .....	29
Resource Utilization .....	31
Standard 4 - Resources and Support Systems .....	31
Findings .....	32
Conclusion .....	34
Accreditation Recommendation .....	40
Addenda .....	41
Individual Institution Results (Self-reported) .....	41
Team Roster .....	42
Next Steps .....	46
About AdvancED .....	47
References .....	48

# 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

The External Review Team members for the Okinawa District review were identified early during the first months of 2016. This allowed each member of the Team to provide the necessary information to secure base passes (both Marine and Air Force) for the military institutions that are part of the school system. It also allowed time for each one to complete the required Antiterrorism Training. Artifacts were provided for the Team digitally which allowed early access and the opportunity for quality preplanning and review.

The initial planning work for the system review for the Okinawa District began with a series of emails between the superintendent and the Co Leaders for the review. This endeavor is the first system accreditation review for a Department of Defense Education Activity school system. There were a number of unique facets of this review that took careful and reflective planning. Unique to this first endeavor was the intent to provide full-day school visits to each of the system's 13 schools. In planning for classroom observations using the Effective Learning Observation Tool (eleot®), each school schedule had to be taken into consideration as there were varying beginning and ending times across all schools.

The 11 member core team consisted of educators selected because of their expertise and previous experience with both DoDEA reviews and system reviews. Among the Team were four representatives from Department

of Defense Activity (DoDEA) schools or systems. Additionally, 2 members represented the AdvancED Operations Division Leadership (the Regional Director for Latin America and the Vice-President for Eurasia/Middle East/Africa.) Two members represented state leadership roles with AdvancED (South Carolina and Alabama). The remaining 4 team members represented seasoned Lead Evaluators from Wyoming. Collectively, the Team represents over 355 years of educational experience. Two Corporate Leaders provided direction and oversight for the Team and participated in the beginning activities as well as the final Exit Report (the Chief Operations Officer and the Chief Innovation Officer.).

As a part of the planning process to provide a quality External Review, two teams were organized consisting of five team members each. Team A consisted of educators whose primary school responsibility was the visiting of the system's one primary school (grades K-2) and 6 elementary schools. Team B had the responsibility of visiting the intermediate school (grades 3-5), three middle schools and 2 high schools. The members in each team had extensive experience in the grade levels assigned. In addition to these 10 individuals, the two Lead Evaluators and two Co-Leads directed the overall activities and provided support for school visits as well as supplemental interview responsibilities. The School Captain role rotated among each Team member to provide leadership for the day as well as the development of an efficient classroom observation schedule for their assigned day. Each Team member had a Standard responsibility so that across both Teams all Standards were represented. Standards Captains were assigned to lead the small group discussions and move the group toward consensus as a whole.

Team members arrived in Okinawa on Thursday and Friday, April 21 and 22. Saturday gave the Team an opportunity to adjust to the travel and time change. The Team met for its first planning session on Sunday evening followed by a dinner with the system's leadership team. During this first planning session, the Co-Leads and Lead Evaluators led the group in reviewing information shared by the system. The Standards teams were given time to collaborate regarding their review of the Standards and artifacts and then reported to the entire group. Co-Leads introduced the tools that would be used during the review and led the planning and logistics for the first full day of the review.

On Monday, April 25, 2016 the Superintendent presented to the Team an overview of the school system using Prezi. Following this overview, the group divided responsibilities. The Lead Evaluators, Co-Leads, and Team B departed for in briefings and interviews with the Marine Corps Leadership on Camp Foster and the Air Force Command on Kadena Air Base. Team A members reviewed artifacts and developed questions for further review and study by both teams.

The two Teams joined for lunch at a restaurant on the base and returned to the District Office. At that time the Team enjoyed an informative, creative and innovative presentation of Standards by various members of the administration of the district. The presentation followed a baseball theme with a number of metaphors and allegories appropriate to the content. The "team" members were all dressed in baseball jerseys and with much energy and enthusiasm presented the information. The presentation was both engaging and provocative and demonstrated the strong commitment to improvement and evidence of an improvement-oriented culture. The Teams divided into three groups representing the three domains (Teaching and Learning Impact, Leadership Capacity and Resource Utilization) and interviewed selected system representatives with respect

to the Standards.

The Team stayed at the District Office to debrief the day's activities, interpret information, determine a first round of Indicator ratings, and to discuss logistics for the school visits to follow the next day. During the discussions of Indicator ratings, a list of common questions was generated for the school day visits to provide consistency in gathering additional input for the Team's consideration.

Tuesday, April 26 began the first of seven consecutive days of school visits by the school teams. Each day's schedule included an introductory meeting with the school administration and School Improvement Leadership Team (SILT). Classroom observations using the eleot® were conducted according to a predetermined assignment developed by each School Captain. Each day concluded with parent interviews. All schools were visited and numerous eleot observations were conducted (noted in parentheses).

Tuesday, April 26:

Ryukyu Middle School (35) and Kadena Elementary School (57)

Wednesday, April 27:

Kinser Elementary School (33) and Kadena High School (48)

Thursday, April 28:

Killin Elementary School (34) and Kadena Middle School (33)

Friday, April 29:

Bob Hope Primary School (36) and Lester Middle School (40)

Monday, May 2:

Stearley Heights Elementary School (32) and Amelia Earhart Intermediate School (28)

Tuesday, May 3:

Zukeran Elementary School (27) and Kubasaki High School (43)

Wednesday, May 4:

Bechtel Elementary School (48).

A total of 492 eleot observations were conducted (minimum of 20 minutes each) across the system which equates to over 165 hours of instruction. During the course of the External Review, the Team interviewed 1,462 stakeholders in the system. These interviews were not just greetings, but were engaging conversations. It is important to note that of those interviews, 247 were with classroom teachers, 167 were with school system parents, and most importantly, 988 were with students (over 13% of the entire district student body).

The External Review Team reported daily information to the "command center" set up in the hotel conference room at the end of each day. At that time, information was shared with the Co-Leads with respect to the number of eleot observations conducted on each campus, the number of interviews held and information obtained from parent interviews. Questions for further investigation and clarification were given to the Co-Leads for their pursuit and discovery with District Office leadership.

Evening planning and deliberation meetings were held on Thursday night (April 28) as well as on Monday and Tuesday evening (May 1 and 2). On Wednesday evening, May 4, Team B and the overall Team leadership participated in the Okinawa District Advisory Council (ODAC) meeting held at Bechtel Elementary School

where they were able to see how this important advisory group contributes to the success of the school system.

During the days of school reviews, the two Co-Leads visited every school on their assigned visit day, conducted several classroom observations and interviewed various stakeholders. Additionally, they participated in several system-wide events including the system's Science Fair, the districts "All Call" meeting and a meeting of the Instructional System Specialist personnel (ISS). One of the Co-Leads participated in the system's administrative meetings and both interviewed the three School Liaison Officers (SLO). The Co-Leads also followed up with questions generated by the school teams from their school experiences. The Co-Leads spent additional time interviewing the system Superintendent to follow up questions generated by the Team during its evening meetings.

The Co-Leads also had the privilege of spending a great deal of time with the CSI for School Accreditation as she provided daily transportation for them to be able to visit all schools. This gave them an opportunity to interact in a less formal manner with respect to the school system's continuous improvement efforts.

On Thursday, May 5, the Team convened in the morning for their final deliberations over the Indicator ratings and the findings and captured these in an Oral Exit presentation (PowerPoint.) At 1:00 p.m. the two Co-Leads along with the Chief Operations Officer for AdvancED, met with the Superintendent, Assistant Superintendent, the CSI for School Accreditation and the DoDEA Area CSI for School Improvement to review the findings and to answer questions. The newly named Director of Curriculum and Instruction joined the meeting virtually through the system's virtual technology capability.

Following this meeting, one of the Co-Leads presented the final Exit Report to a large audience of stakeholders at the Kadena High School Auditorium at 3:15 p.m. The presentation ended with a video produced by the Team highlighting their experiences across the district.

The External Review Team extends to the school system sincere and heartfelt thanks for allowing us to be a part of the improvement journey that the system has so whole heartedly embraced. The organizational preplanning allowed the Team to focus on interactions, interviews, and observations while in the system and afforded them the opportunity to conduct a quality External Review. The Team found all members of the Okinawa family to be approachable, transparent, and eager for feedback.

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.

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Stakeholder Interviewed	Number
Superintendents	1
Administrators	24
Instructional Staff	247
Support Staff	33
Students	988
Parents/Community/Business Leaders	169
<b>Total</b>	<b>1462</b>

# Results

## Teaching and Learning Impact

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

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

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

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

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

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

### Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.91	2.68
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00	2.50
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.55
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.73
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.00	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	2.36	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.45	2.60

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	4.00	2.92
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.55	2.40
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00	2.53
3.11	All staff members participate in a continuous program of professional learning.	2.73	2.64
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	3.18	2.66

### Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	2.27	2.66
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	2.09	2.41
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00	2.15
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00	2.46
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	3.00	2.72

### Student Performance Diagnostic

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

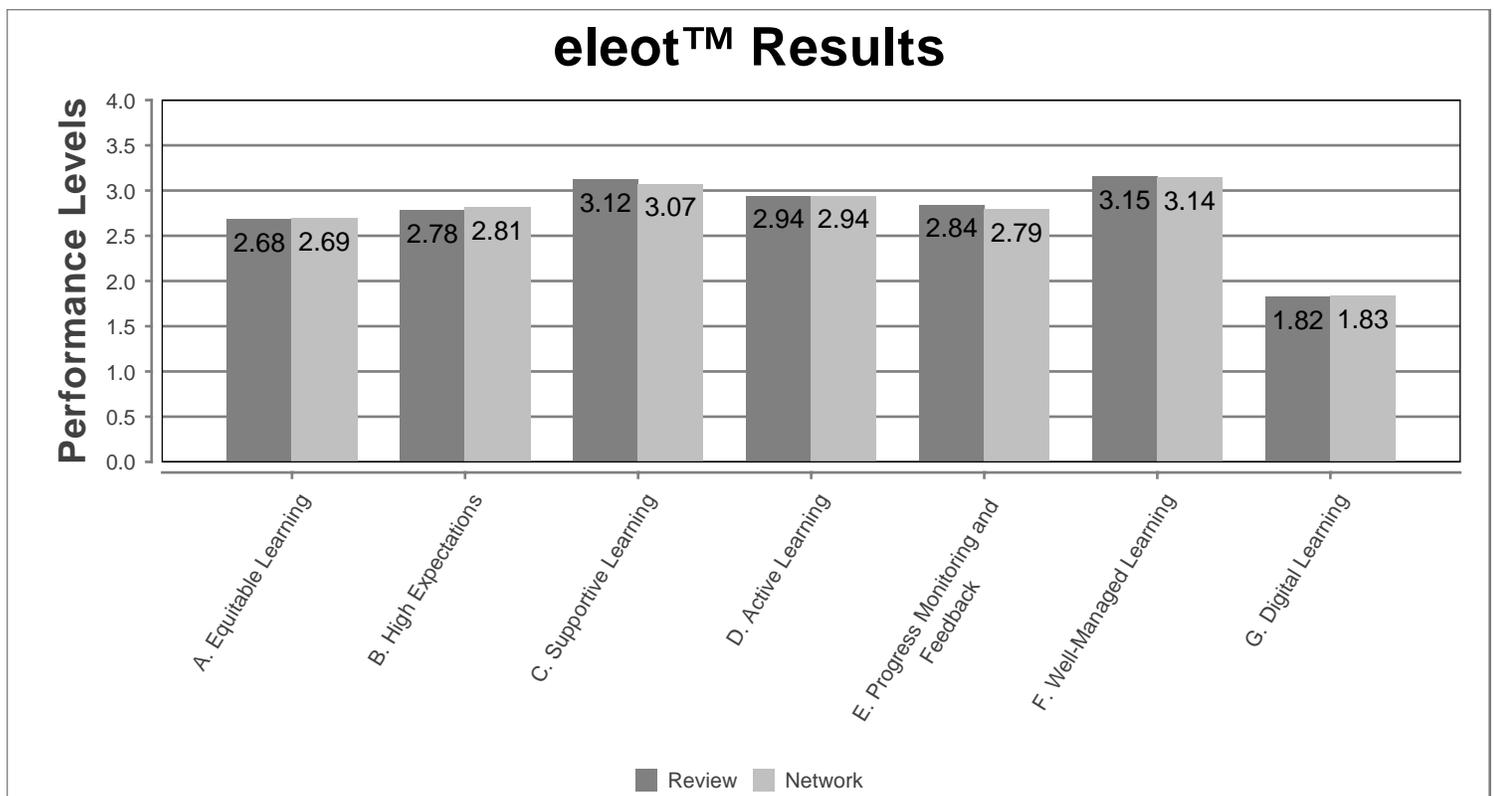
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.28
Test Administration	3.00	3.50
Equity of Learning	2.00	2.44
Quality of Learning	3.00	2.97

## Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The External Review Team utilized the Effective Learning Environments Observation Tool (eleot) to observe 492 classrooms at all 13 school sites. The seven domains of the learning environment were scored by 11 trained observers. The External Review Team was divided into teams A and B. Each team had a specific daily observation schedule that coordinated specialist times, lunch and recess for a specific school. Teams often adjusted the schedule onsite to accommodate last minute schedule changes. A team observed in the assigned

school for the entire day. The two Co-Lead Evaluators visited every school on the day the events were occurring. When needed, the Co-Leads assisted with conducting observations. After participating in interviews, studying artifacts and analyzing student data, Team members used this student-focused tool to corroborate information reviewed in artifacts and gathered during interviews.

All seven of the domains were at or above the AdvancED Network Average. Six scores ranged from a 2.68 to a 3.15 average on a four point scale that lists 1= Not Observed, 2= Somewhat Evident, 3= Evident and 4= Very Evident. The Digital Learning Environment was a 1.82. The three highest domains were Active Learning Environment (2.94), Supportive Learning Environment (3.12) and Well-Managed Learning Environment (3.15). The two lowest scoring domains were Equitable Learning Environment (2.68) and Digital Learning Environment (1.82).

Fourteen of the domain sub-scores were above a three. The three highest sub-scores overall were C.2 "Demonstrates positive attitude about the classroom and learning" (3.33), F.2 "Follows classroom rules and works well with others" (3.33) and F.1 "Speaks and interacts respectfully with teacher(s) and peers" (3.42). The scores support the overall findings of the External Review Team during the Review.

Other than the digital learning scores, the four lowest sub-scores were A.4 "Has ongoing opportunities to learn about their own and other's background/cultures/differences" (1.94), B.3 "Is provided exemplars of high quality work" (2.16) A.1 "Has differentiated learning opportunities and activities that meet her/his needs" (2.33) and D.2 "Makes connections from content to real-life experiences" (2.44).

Certain characteristics of the seven learning environments developed into noticeable patterns.

**Equitable Learning Environment:** Differentiated learning opportunities and activities that met individual student needs were Very Evident/Evident in 46 percent of the observed classrooms. In 53.66 percent of the classrooms differentiation of learning was somewhat evident/not observed. The range of student engagement in differentiated activities varied significantly; all students in some classrooms were actively engaged in learning appropriate to their skill level and interests.

**High Expectations Learning Environment:** Challenging learning activities were observed throughout the system; however, not with consistency. Students were challenged by specific course work such as Advanced Placement classes and by specific assignments such as building models and science fair projects. Students throughout the system were usually able to identify what they were learning. The use of exemplars was rarely observed. Often questioning was at the fact and application level and there was a low level of academic relevance and rigor. Sometimes, students were engaged in complex learning activities with immediate teacher feedback. However, during student interviews, students said often classroom learning did not seem to apply to life outside of school.

**Supportive Learning Environment:** In about 90 percent of the classrooms students demonstrated or expressed that learning experiences were positive. One intermediate hall had a large sign hanging at the entrance saying "I CAN." Students helping students was frequently observed and students indicated teachers encouraged them

to do their best and were willing to give them individual help.

**Active Learning Environment:** A variety of student engagement strategies were observed throughout the classrooms such as debates and using rubrics as students completed an assignment. Students were often working together in groups and collaborating on an assignment. Throughout the schools, students were often engaged in discussions with the teacher and other students.

**Progress Monitoring and Feedback:** In some classrooms, students were observed grading their own papers and discussing their work with their neighbors. Data notebooks were effectively used by some elementary students to track their progress. However, little self-monitoring was observed at the secondary level. In half (50.21 percent) of the classrooms K-12 students could explain how their work would be assessed.

**Well-Managed Learning:** The External Review Team observed students who interacted with teachers and other students in a respectful, positive way. Students demonstrated they knew the school and classroom rules. Often these rules were posted in the classrooms or hallways. Transitions within classes and between classes were generally seamless.

**Digital Learning Environment:** Technology appeared to be available to most students. However, student use of technology did not appear to be systemic throughout the district. The Digital Learning Environment domain is not about the use of computer programs or teacher instruction using technology; instead the three sub-scores in this domain require students to use digital tools while engaged in meaningful, challenging learning tasks. Evidence indicated pockets where student use of technology was appropriate and enhanced student learning.

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

**eleot™ Data Summary**

<b>A. Equitable Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.33	Has differentiated learning opportunities and activities that meet her/his needs	13.82%	32.52%	26.63%	27.03%
2.	3.30	Has equal access to classroom discussions, activities, resources, technology, and support	40.04%	50.81%	8.74%	0.41%
3.	3.14	Knows that rules and consequences are fair, clear, and consistently applied	33.54%	50.00%	13.41%	3.05%
4.	1.94	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	11.79%	20.33%	18.09%	49.80%
<b>Overall rating on a 4 point scale: 2.68</b>						

<b>B. High Expectations</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.21	Knows and strives to meet the high expectations established by the teacher	38.21%	45.12%	15.65%	1.02%
2.	3.11	Is tasked with activities and learning that are challenging but attainable	31.71%	49.39%	16.67%	2.24%
3.	2.16	Is provided exemplars of high quality work	17.48%	19.31%	25.20%	38.01%
4.	2.86	Is engaged in rigorous coursework, discussions, and/or tasks	26.42%	37.60%	31.30%	4.67%
5.	2.59	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	22.76%	31.10%	28.05%	18.09%
<b>Overall rating on a 4 point scale: 2.78</b>						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.30	Demonstrates or expresses that learning experiences are positive	41.67%	46.95%	10.77%	0.61%
2.	3.33	Demonstrates positive attitude about the classroom and learning	43.50%	46.95%	8.94%	0.61%
3.	3.10	Takes risks in learning (without fear of negative feedback)	32.72%	48.78%	13.82%	4.67%
4.	3.22	Is provided support and assistance to understand content and accomplish tasks	38.41%	46.95%	12.80%	1.83%
5.	2.64	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	22.76%	36.38%	23.37%	17.48%
<b>Overall rating on a 4 point scale: 3.12</b>						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.11	Has several opportunities to engage in discussions with teacher and other students	37.80%	39.02%	19.11%	4.07%
2.	2.44	Makes connections from content to real-life experiences	22.15%	29.67%	18.29%	29.88%
3.	3.28	Is actively engaged in the learning activities	46.95%	36.38%	14.43%	2.24%
<b>Overall rating on a 4 point scale: 2.94</b>						

<b>E. Progress Monitoring and Feedback</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.85	Is asked and/or quizzed about individual progress/learning	21.14%	47.56%	26.42%	4.88%
2.	2.98	Responds to teacher feedback to improve understanding	25.41%	52.03%	17.68%	4.88%
3.	3.09	Demonstrates or verbalizes understanding of the lesson/content	27.85%	54.47%	16.87%	0.81%
4.	2.47	Understands how her/his work is assessed	17.89%	32.32%	28.66%	21.14%
5.	2.83	Has opportunities to revise/improve work based on feedback	24.59%	45.53%	18.29%	11.59%
<b>Overall rating on a 4 point scale: 2.84</b>						

<b>F. Well-Managed Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.42	Speaks and interacts respectfully with teacher(s) and peers	48.58%	44.92%	6.30%	0.20%
2.	3.33	Follows classroom rules and works well with others	44.51%	44.92%	9.15%	1.42%
3.	2.96	Transitions smoothly and efficiently to activities	31.10%	44.51%	13.21%	11.18%
4.	2.79	Collaborates with other students during student-centered activities	31.91%	34.35%	14.84%	18.90%
5.	3.26	Knows classroom routines, behavioral expectations and consequences	38.21%	50.20%	10.57%	1.02%
<b>Overall rating on a 4 point scale: 3.15</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.01	Uses digital tools/technology to gather, evaluate, and/or use information for learning	15.24%	22.97%	9.55%	52.24%
2.	1.78	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	15.45%	12.60%	6.30%	65.65%
3.	1.68	Uses digital tools/technology to communicate and work collaboratively for learning	12.20%	10.37%	10.57%	66.87%
<b>Overall rating on a 4 point scale: 1.82</b>						

## Findings

### Improvement Priority

Design and implement clearly defined system protocols that ensure training for all staff, as well as the collection, analysis and utilization of data to drive both instruction and the annual evaluation of programs, interventions, and improvement plans.

(Indicator 5.3, Indicator 5.4, SP3. Quality of Learning, SP4. Equity of Learning)

#### Primary Indicator

Indicator 5.3

#### Evidence and Rationale

The External Review Team’s review of artifacts indicates systematic and systemic processes and procedures for training all staff on the analysis, interpretation and use of data are currently not in place. The Team reviewed numerous artifacts which demonstrated that the analysis of system-wide data is currently occurring at the district level, with the results being shared at the school level. Through interviews, observations and evidence review, the Team found some instances of school level protocols that have been developed for the collection and analysis of classroom level data to impact instruction, yet this process was not systematic or systemic. The Team observed instances where classroom level data was reviewed by teaching staff without the critical step of discussing steps for adjusting instruction to improve learning outcomes. Additionally, systematic processes to design, implement, and evaluate the results of continuous improvement plans related to student learning are not consistently used across the system.

When all staff within the system are equipped to collect, analyze and use data to impact instruction, discussions on how to meaningfully improve student learning based on those results occurs. A culture of

shared learning and peer-to-peer support for using data exists in systems that have systematic processes in place to ensure training of all staff on the procedures for data collection, analysis and use of data to impact instruction and student learning.

### **Opportunity For Improvement**

Develop and implement a system-wide formal structure with processes, protocols and schedules for professional collaboration to impact student learning.

(Indicator 3.5)

#### Primary Indicator

Indicator 3.5

#### Evidence and Rationale

Interviews, observations, and a careful review of the system's Accreditation Report and artifacts indicated the Pacific South: Okinawa District inconsistently implements collaboration learning organizations. As part of the College Career Ready Standards Mathematics (CCRSM), the system has initiated conversations for collaboration. In addition, the system implemented a system goal SY 2015-2016 on professional learning that includes adopting a common definition and expectations for collaborations. The Team observed pockets of school-level collaboration efforts, including formalized professional learning teams, in a few of the 13 schools in the system.

Collaboration learning organizations support improved instruction and student learning. These organizations engage system educators in a process that can systemically and systematically help build the system in fulfilling its purpose of "World Class Instruction Every Day for Every Student in Every Class."

### **Opportunity For Improvement**

Develop, implement, and evaluate system-wide grading and reporting criteria that reflect the attainment of content knowledge and skills and are consistent across grade levels and courses.

(Indicator 3.10)

#### Primary Indicator

Indicator 3.10

#### Evidence and Rationale

After reviewing the related artifacts and conducting interviews with school leaders, teachers and parents, the External Review Team found limited evidence that academic progress is guided by a district-wide, commonly applied grading policy or reporting structure. Although the grading policy and procedures at the Pacific South (Okinawa District) follow common guidelines delineated in the DoDEA Administrators' Guide (April 2010), grading standards across the 13 schools vary depending on teachers, subjects, and grades. According to this document, "each teacher will develop a percentage-based and/or letter-based evaluation system/design best suited for his or her class in arriving at the grade to be reported for the grading period," causing inconsistencies

in grading and reporting structures.

Standard based grading practices align to the recently implemented CCR curriculum, has still not been widely implemented to ensure that the grades earned by students are consistent, accurate, meaningful, and supportive of learning. Parents indicated that teachers speak of mixed communications and practice regarding grading and reporting process. During interviews, superintendent, principals, and teachers have emphasized the important roles they play in designing and implementing assessment, grading, and reporting policies and procedures based on criteria that represent each student's attainment of content knowledge and skills.

A comprehensive grading policy provides a unified standard practice to diagnose, monitor, and evaluate student performance and measure their progress. Valid and reliable data are the key to identify student learning needs, guide academic decisions, and close achievement gaps. Policy and structure provide transparency and knowledge to parents and students in evaluating student achievement.

### **Opportunity For Improvement**

Monitor and adjust curriculum, instruction, and assessment to ensure system-wide vertical and horizontal alignment in each content area.

(Indicator 3.2)

#### Primary Indicator

Indicator 3.2

#### Evidence and Rationale

In accordance with DoDEA policy, a curriculum and assessment system in support of the system purpose and direction has been implemented in all system schools for each content area. Numerous artifacts housed in the system data locker evidence course syllabi, instructional activities, assessments, and professional development agendas. System assessment data and analyses are published in the District Performance Profile. Learning expectations are posted in most classrooms throughout the system. Supervision and evaluation procedures are in place to ensure implementation of prescribed curricula and assessments.

The system and its schools are currently introducing and implementing College and Career Ready Standards (CCRS) in the areas of mathematics and literacy to be implemented via a transitional five year rotation schedule with K-5 mathematics beginning in 2015-2016, followed by literacy in 2016-2017. A highly trained cadre of system instructional support specialists (ISS), acting within clearly defined roles and goals, provide the plan for implementation and supporting system-wide professional development. ISS staff work closely with leadership to monitor the transition to the new CCRS. The implementation of the CCRS has provided significant opportunities for system-wide collaboration to ensure the vertical and horizontal alignment of system curricula, instruction, and assessments to support student learning. School staff and leadership voiced appreciation for the support of system leadership and ISS staff during the implementation phases. Collaborative curriculum alignment protocols are in place to support the implementation of the CCRS and assessments.

While the transition to the CCRS has supported the development of system-wide systematic and systemic curriculum alignment procedures in math and literacy, the remaining curricular areas have been left largely to individual school review initiatives. Consequently, the Team found little, if any, consistency in curricular review, revision, and alignment procedures of non CCRS curricula throughout the schools. As evidenced by staff and school leadership interviews, vertical and horizontal alignment between grade levels and schools is inconsistent. Informal collaboration between schools sharing a common building or in proximity to one another takes place at the discretion of individual teachers and/ or departments, especially when planning for student transition between attendance levels. Frequent collaboration takes place to plan shared cultural and student support events, such as the recent arts festival showcasing students from several schools. Assessment data are infrequently used to inform curricular adjustment or revision.

System-wide curricular processes developed in support of the implementation of CCRS and assessments provide viable models for the development of a systems approach to curricular and assessment review for all content areas. Well aligned curricula will support system-wide instructional consistency, data analysis, teacher effectiveness, and student learning.

### **Powerful Practice**

The system engages families in a variety of ways in support of their children's education.  
(Indicator 3.8)

#### Primary Indicator

Indicator 3.8

#### Evidence and Rationale

A theme throughout the system and school visits was that families are provided many avenues to support their children's education and are provided opportunities to be involved. Consistently throughout the thirteen schools in the system were parents' ability to have a voice through School Advisory Councils (SACs) and the Okinawa District Advisory Council (ODAC). The Team attended an ODAC meeting and was able to observe the conversations between the representatives of various stakeholder groups. In addition, the system has three School Liaison Officers (SLOs); representative of the Air Force, Army, and Marines; who coordinate between the commands and the system. The Team observed an array of notable examples of family engagement throughout the system, such as University of New Mexico Art Partnership, Athletic, and Academic Exchanges with Host Nation, Exit Cards for families moving out of the system, College Night, and Open Houses.

This clear focus on family engagement will assure that students feel connected in times of change and that parents and families are supported in the educational experiences at the schools.

### **Powerful Practice**

The system has systematically designed, coordinated and monitored comprehensive processes to ensure services and programs are used to identify and meet the unique needs of individual students district-wide.  
(Indicator 3.12, Indicator 4.8)

*Primary Indicator*

## Indicator 3.12

*Evidence and Rationale*

Throughout the system, observations verified the wide-ranging array of services and programs available to address the needs of students. Interviews with parents at the schools consistently highlighted the support their students receive to address their needs and special interests. Academic support was clearly evident through personnel such as the literacy and math support specialists in the schools. The system-wide science fair during the Review illustrated how the system provides opportunities for students to explore their individual interests. A review of artifacts and interviews validated a clearly focused special education system organized to effectively provide appropriate special education services. Tiered interventions were often in place such as paraprofessional support for students in classrooms. Teachers voiced appreciation for the assistance provided by special education staff.

Career materials were evident at the high school level; however, parents indicated there needed to be additional communication about career options. Implementation of the DoDEA Competency-Based Counseling Program assists students in achieving success in school. The school liaison officers (SLO) emphasized the key role the Military Family Life Counselors (MFLAC) at each school serve for students with deployed parents.

A comprehensive system to address the individual needs of each student or group of students is a critical support to effective, efficient teaching and learning.

# Leadership Capacity

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

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

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

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

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

## Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.27	2.62
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.63
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.09	2.89
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00	2.61

## Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	3.00	2.95
2.2	The governing body operates responsibly and functions effectively.	3.00	2.92
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.18	3.12
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.09	2.97
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.91	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	2.09	2.76

## Findings

### Improvement Priority

Implement a systemic, systematic and sustainable continuous improvement process.

(Indicator 1.4)

#### Primary Indicator

Indicator 1.4

#### Evidence and Rationale

Interviews, observations, and a careful review of the system’s Accreditation Report and artifacts indicate that the Pacific South: Okinawa District has engaged in a reflective and intensive Internal Review process. This process has yielded a number of findings for the system to assist them in identifying both areas of strength and areas in need of improvement. Prior to this endeavor, each of the 13 schools have hosted individual school reviews for school accreditation. The move to system accreditation requires the entire system, including the schools, to begin to think more systemically. This “systems thinking” is a new endeavor where there is a greater sense of accountability through the accreditation process and the subsequent External Review.

A review of the system goals identified for the Team indicate that they are beginning attempts to move in the direction of systems thinking. Interviews across all 13 schools indicate that many school leaders are also deliberating what it means to be accredited as a system. Interviews as well as observations across all schools and in most classrooms indicate considerable inconsistencies in many procedures and practices.

As the school system begins to address this Improvement Priority it must decide on the balance between common expectations for all schools and the autonomy schools need to function properly. In order for the Pacific South: Okinawa district to continue to meet its goal of “world class instruction every day for every student in every class,” it must carefully and thoughtfully examine all of its policies, procedures and practices to assure that they are systemic (across all schools and the system office), systematic (implemented with fidelity and regularity) and sustainable (supported by appropriate resources, measured and accountable). With the frequency of change in leadership, staff and students associated with the military bases, this system focus will allow the school system to sustain its improvement efforts and provide quality educational experiences for all of its students even in times of change.

The avenue for change must be the system Strategic Plan (Improvement Plan). This should be the driving force for change across the system. Although every School Improvement Plan must be developed and supported by individual school data, there should also be clear alignment and support for system initiatives. The school system has defined these initiatives as four goals:

- Goal 1: Set Learning Expectations and Application: What are students learning and why are they learning it?  
Goal 2: Implementation of DoDEA College and Career Readiness Standards for Mathematics and Literacy  
Goal 3: Define & Refine Professional Learning throughout the District  
Goal 4: Classroom Centric Data Use

Accountability must be in place for this system to function and a regular review of the school plans and system plan will assure that this is occurring. Such a practice will allow the school system to meet at a higher level the expectations for Standard 1.4 in “implementing a continuous improvement process that provides clear direction for improving conditions that support student learning

### **Improvement Priority**

Implement with fidelity current evaluation and supervision policies and practices to achieve consistency and alignment with instructional practices and student performance.

(Indicator 2.6)

#### Primary Indicator

Indicator 2.6

#### Evidence and Rationale

Artifacts indicate a process is in place for evaluation of certified staff supported by DoDEA policy, the DoDDS Educator Performance Appraisal System.

On paper this is a comprehensive, formative (supervision and professional growth plan) as well as summative (evaluation and end of year rating), process. The system also has their own Professional Growth Plans (PGP) forms and eleot observations. Interviews and observations revealed that supervision is inconsistent, often informal and in some cases not evident. The different processes are not aligned, subsequent actions are unclear and effect is not measured. Administrators and teachers substantiated the need for a ‘walk through’ program for specific feedback.

Eleot observations and informal conversations in schools along with parent interviews indicated the results of the lack of supervision and consistent support for instruction results in a wide range of instructional practices.

A systematic and systemic process for evaluation and supervision results in effective and efficient instruction as well as increased student performance.

# 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.	3.36	2.92
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.73	2.93
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.18	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.	3.82	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3.00	2.74
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.91	2.54
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	3.64	2.66
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.82	2.60

## Findings

### Opportunity For Improvement

Analyze factors that impact core instruction time and develop and implement systematic processes to ensure students are actively engaged from the start of the school day until dismissal.

(Indicator 4.2)

#### Primary Indicator

Indicator 4.2

#### Evidence and Rationale

Classroom observations revealed varying levels of student engagement throughout the system. The Team observed classrooms where students were highly engaged in their learning. This was especially true in classrooms where students used technology or were engaged in a well planned collaborative project. These students entered the classroom anxious to begin and often expressed disappointment when the activity ended. However, in some elementary classrooms the Team observed students entering classrooms waiting eight to ten minutes for instruction to begin. These students were often engaged in social conversation with their peers as the teacher took lunch count or waited for students to be seated. Some high school students tended to linger in the hallway between classes after the passing period.

Each school operates on a “late” or “early” schedule. These schedules support DoDEA and Okinawa District expectations and policy. Parent interviews indicated the bussing schedule has dictated “late” and “early” schedules and has caused some frustration with before and after school care. In addition, some educators and stakeholders questioned the effectiveness of student learning when students begin classes before 8:00 a.m.

The system is very proactive when recruiting new teachers and staff. A review of artifacts and interviews with district and school leadership revealed DoDEA policy is implemented with fidelity. Due to increased security

and in-depth background checks, teachers are often placed in the district two, three, and sometimes four months after the start of the school year. Interviews with building leadership and teachers indicated each school does their best to prepare substitutes to begin the year with students. However, a systematic process for effectively training and preparing all substitutes for this situation does not exist. This inconsistency and disruption impacts equitable learning opportunities for students.

When high expectations for learning and systematic processes and protocols are implemented with fidelity students have a greater chance of learning and performing at high levels.

### **Powerful Practice**

A comprehensive long range strategic facility plan guides the system in the development of 21st century learning environments.

(Indicator 4.4)

#### Primary Indicator

Indicator 4.4

#### Evidence and Rationale

The system has developed a comprehensive strategic facility plan. Two schools are currently under construction and Kadena Middle School is receiving a significant remodel. These buildings are well on the way to completion and administrators, teachers, students and parents are looking forward to moving in within the next 18 months. These buildings are designed to meet the learning needs of 21st century learners and will include open classrooms with natural light, areas for students to gather and work together, areas of inquiry, and pods for teacher collaboration.

While these facilities model 21st century learning environments, the system recognizes the need to train and support teachers and staff in a new instructional paradigm and are strategically placed resources in 21st century training to assure teachers are prepared to instruct students. The system reported that they are maximizing the learning of educators through Tony Wagner's Seven Survival Skills in 21st century learning environments. Throughout the visit the Team heard educators talk informally about critical thinking and problem solving, collaboration across networks and leading by influencing, agility and adaptability, initiative and entrepreneurship, effective oral and written communication, accessing and analyzing information, and curiosity and imagination which are the seven principles outlined by Tony Wagner. In addition, the system has systematically hired Instructional Support Specialists (ISS) to support and coach teachers as they enter into this new environment.

When a system develops a comprehensive strategic resource plan that encompasses the full implementation of a project, specific resources can be defined and allocated to ensure equity throughout the system.

# Conclusion

A number of themes are evident as the External Review Team spent considerable time in every school, in almost every classroom, interviewed over 1500 individuals and observed over 165 hours of instruction. The Team also brings to this experience over 355 years of educational experience (3.5 centuries) and its members have participated in various AdvancED accreditation reviews including system reviews.

The Team acknowledges the quality internal review process that identified strengths and actions, many of which have begun or are in the planning stages. The system has identified four major goals that have come as a result of its internal review. They are characterized in the presentation to the Team on the first day as the "birth of goals" rooted in the need for consistency and continuity. Clearly the system administration has embraced the concepts around systems thinking as evidenced by the Director's Priorities which include strengthening the standards based education system including College and Career Ready skills with a common aligned curriculum, framework and assessment, and the establishment of organizational capacity to improve achievement and school operations.

Interviews with various stakeholders indicate that the school system has a genuine sense of purpose that is built upon the power of relationships. One recurring theme from all stakeholders is the presence of system leadership at every event across the school system, regular visits to school sites, and ease of accessibility. Every Team was welcomed into the school campus and the Team's needs were met consistently for meals, travel and accommodations. The system leadership made themselves available and provided transportation for weekend events to allow the Team to experience the Okinawan culture including the Shuri-jo Castle, the Peace Park and the Okinawa Churaumi Aquarium. This also afforded the Team the opportunity to build relationships with key individuals in the organization and share information in a less formal and interactive setting.

One school leader interviewed said, "We have a Purpose Party at our school and invite parents, teachers and students to participate. We discuss the purpose and mission of the school and have input in the decisions."

The school system has effectively and appropriately established relationships with the host nation (Japan) and offers courses at every elementary school in Japanese culture and language. Students from the system compete annually (130-150 students) in the local Okinawa Sorobon competition. Students also participate with Japanese students in a three-day adventure (Yoron Island Adventure). The district participates in the Okinawa Electric Company Science Exposition and various sports teams compete with teams from the local Japanese schools. The school system truly recognizes the importance of "celebration of location".

The Pacific South: Okinawa District in partnership with the military organizations provides support for the unique needs of families and students associated with the U.S. military services. Military Family Life Advisory Counselors provided by the armed services are available to provide support for these families and students. School Liaison Officers (SLO) are also provided by the military branches to provide coordinated support in conjunction with the schools.

Students in the schools of the system are afforded a high level of safety and security. Parents interviewed indicated how much confidence they had in the schools in providing safe and healthy learning atmospheres for their students.

In consideration of each of the findings, the External Review Team carefully weighed the challenges faced by the school system.

A high degree of transiency exists among both staff and students (parents). Tour of duty assignments are usually two to three years and often less. Military parents are reassigned at various intervals and students' average stays are short. Many staff members have spouses who are military and thus reassigned as well. The system Accreditation Report identified this as a challenge and noted that there is a 20% staff turnover annually. In reviewing information for one school it was noted that almost 50% of the staff had been at the school for two years or less. This transiency affects the system's ability to look at longitudinal data for cohorts of students and also affects long-term continuous improvement processes. It further presents the continuing challenge of the assimilation of new teachers into the school culture and emphasizes the need for ongoing mentoring relationships for these individuals. It would be most beneficial for the school system to examine its mentoring processes to assure that they are available, consistent, dynamic and effective system-wide. These teachers new to the system often face the challenge of understanding and adapting to a new country as well.

Another challenge faced by the school system is one that many face as they transition from school by school accreditation models to the systems model. Finding a clear and appropriate balance between system expectations and accountability and the autonomy needs of each school is sometimes difficult. Oftentimes school systems have functioned as a system of schools rather than a school system. Previous school by school accreditation cycles often created and sustained this idea of independence and little expectation for system and school alignment. External Review Teams provided findings (Improvement Priorities and Opportunities for Improvement) that moved them in directions that were not consistent with other schools in the same system. There is sometimes reluctance on the part of schools to be in system accreditation as it holds them to a different degree of accountability. School leaders interviewed during the External Review indicated a renewed sense of "oneness" and support from the district office. One leader said, "The move to systems accreditation has reduced stress at the school level and created a synergy between colleagues at other schools to align work and processes."

The Department of Defense Education Activity (DoDEA) is in the midst of a massive restructuring initiative that is realigning system structures and positions worldwide. The Guam School District, which is part of DDESS (Domestic Dependent Elementary and Secondary Schools) will be joining the Okinawa District to become the Pacific South School District. This process has begun and will be completed throughout the next school year. Since Guam is a United States territory, this system has different regulations, and teachers are part of a different union. The challenge will be bringing these two different organizations into one organization with centralized governing roles and a central and compelling purpose and direction. Additionally, the distance will create leadership and management challenges. This restructuring also has a major impact on leadership roles and superintendents and system leadership roles are changing.

The students of the Pacific South School District are unique and have a unique set of social and emotional needs. Students are clearly affected as their parents are deployed and reintegrated on a regular basis. Students are often educated in a number of school settings in their educational career even in various countries around the world. The school system, in partnership with the military branches, provides services to address these needs through Military Family Life Advisory Counselors (MFLACs) and School Liaison Officers (SLOs). The External Review Team noted as one its Powerful Practices (Indicator 3.12 and 4.8) how the school system effectively addresses this challenge. One area of improvement needed, as evidenced from new parent interviews, is their difficulty in finding the necessary information when transitioning from outside the DoDEA system. The current website does not give clear information to allow them to choose the best options for their students. Some concerns were voiced that no one is available to speak with them about these areas of concern until one week prior to the start of school.

The families and students enjoy a high degree of safety and security both in their school lives and in their family lives by living on a military base. Entrance into the base is highly policed and within the boundaries of the base there exist various protections. But, one is reminded, that to merely leave the base puts all of the residents into the midst of a foreign country (Japan) and this also presents a number of challenges to the school system. The school system has maximized this experience for its students through various partnerships and partnership activities with the host nation.

The Okinawa District (soon to be renamed the Pacific South School District) stepped up to be the first DoDEA district to engage in the system accreditation protocol. The External Review Team recognizes the energy and reflection put into the process as evidenced by the wide-spread knowledge and engagement of stakeholders across all schools. Stakeholders clearly understood the Standards as well as the expectations for the Internal Review protocols. Schools embraced the process and engaged not only their parents, staff and School Advisory Councils, but many also engaged their students. Evidences throughout the system indicate that this was a prevalent practice. Bulletin boards defining the Standards and engaging students in understanding them were seen in several places. Standards descriptions were even posted in bathrooms for reminders. The school system conducted eleot observations in its schools over the course of the last year or so in preparation for the External Review. One school had captured the descriptive elements of some of the eleot Learning Environments in posters.

Interviews with almost 1500 stakeholders indicated that a number of changes and improvements have occurred since administrative changes some four years ago. Leadership was characterized as "engaged, approachable" and ever present at every school or system activity. Additionally, interviews indicated that the Internal Review process conducted brought the schools into closer alignment with the school system and its purpose and direction. Other interviews indicated that the process has created more collegial relationships among staff members across the system.

This move into a system model for accreditation is always a challenging move for school systems. Defining the role that the system plays balanced with the autonomy that schools need to be responsive to their communities is a difficult one. The External Review Team spent considerable hours reflecting over and defining Improvement Priorities and Opportunities for Improvement that would move the system forward in

accomplishing its purpose in providing "world class instruction for every student in every class every day." They studied very carefully all of the artifacts provided by the system as well as the information gained from system leader interviews, Standards committee interviews, the Accreditation Report and supporting documents. Throughout the almost two-week period, they reviewed each day's information gained from leadership, staff, student and parent interviews at each school. They reviewed each day's classroom observation data derived from the elite observations. As they arrived at final ratings for each Indicator and the resulting Index of Education Quality (IEQ), they re-evaluated to determine which findings would be the most powerful and move the system forward in achieving its goals. It is to be noted that the school system took a realistic look at its own endeavors to meet the five Standards as defined in the 35 Indicators and the 4 Evaluative Criteria for student performance. At the end of the process, the External Review Team rated 17 Indicators at a higher level than the system, rated 6 lower, and agreed with their ratings on the remaining Indicators and Evaluative Criteria.

A careful review of this report indicates that the Improvement Priority for Standard 1.4 has overarching power. The Team acknowledges immediately the quality work that is underway in defining the system's goals for improvement. These goals have recently been identified and activities are underway to address each of them. They have not been in place long enough to yield measureable results, but are clearly rooted in a quality review of the current status of the system. Continuous improvement processes are underway both in the system and throughout the schools. In a move to system thinking, these processes and goals at the school level must have clearer alignment with those of the school system. A "systemic, systematic, and sustainable continuous improvement process" clearly demands this kind of alignment. Although schools understandably have their own unique goals, this system/school alignment should be clearly defined as well. Opportunities for Improvement offered in the report address the need for systemic efforts in establishing collaborative learning organizations (Standard 3.5), in establishing common grading and reporting practices (Standard 3.10), the monitoring and adjustment of curriculum (Standard 3.2) and maximizing instructional time across the system (Standard 4.2).

Two other Improvement Priorities are defined in this report. The school system recognizes, as evidenced from their Accreditation Report, the need for more meaningful use of data to impact teaching practice. The system has access to high quality data and provides this information to all schools for their own use and review. The External Review Team had the opportunity to study and review student performance data provided by the school system. The External Review Team, based on teacher interviews, has cited an Improvement Priority (Standards 5.3 and 5.4) that will require that teachers have additional training in how to utilize this data for their own improvement of practice as well as to increase the performance of their students. The systemic establishment of collaborative learning organizations across the system will foster this ability and opportunity for teachers to analyze data in meaningful ways. This Improvement Priority further addresses the need for program evaluation data review for the system to make quality decisions about the effectiveness of various programs and practice, as needed, some "strategic abandonment" where necessary.

In support of the move to systems thinking, the External Review Team cites an Improvement Priority (Standard 2.6) that addresses the need for consistent and effective supervision and evaluation practices. Currently, the schools and school system follow expected guidelines with respect to formal teacher observations,

Professional Growth Plans (PGPs) and the follow up required in these guidelines. Across the school system, a variety of other instructional observation practices are in place. In some schools regular "walk throughs" are conducted. These are conducted using a variety of models as determined by the school leadership. In other schools, interviews indicate that informal observations occur infrequently. Peer observations are generally not occurring, but are cited by the system leadership as a potential goal for the future.

Several of the Opportunities for Improvement cited in this report reflect the need to move toward a systemic rather than a school-based mindset.

The implementation of CCRS provides for systemic processes in the areas of Language Arts and Math; however, other content areas are not addressed within CCRS implementation. Horizontal and vertical alignment takes part informally in some schools as part of transition planning, with little if any alignment in some attendance centers.

The Team found evidence of some professional development opportunities provided at the request of individual buildings and some provided by District ISS staff provided in alignment with District improvement goals.

In several schools visited, a clear protocol is in place for teachers to function as collaborative learning organizations (Indicator 3.5). Interviews with the leadership and staff at these schools indicate that expectations are clear, procedures outlined, and that the results of such meetings are productive and have an impact on teaching and learning at the school. In other schools, no such organizations are functioning. The school system has identified the development of collaborative learning organizations as one of its four goals and has begun implementation through the development and implementation of a Collaboration Professional Learning Team Handbook which identifies data team protocols to track and measure growth and improvement.

Grading and reporting (Indicator 3.10) is not consistent in implementation and practice across the 13 schools. Although there is a common reporting function, the determination of grades, including percentages, use of homework grades, attendance and other factors are at the discretion of the teacher, even across the same grades in the same school.

The supervision and monitoring of instruction across the district does not have a common expectation and is inconsistently conducted. Although there are some formal expectations from the Department of Defense Education Activity office (DoDEA), some school leaders are conducting informal walk throughs using their own models, others are not. Feedback from observations is inconsistent and does not generate data that is tied to resulting professional development to improve teaching skills identified from these observations. Professional learning across the system appears to be driven by individual interests or system initiatives and not clearly defined as a result of the monitoring of instruction and improvement of practice (Indicator 3.11).

A variety of school schedules are in place across the district. Much of the start and dismissal times are dictated by the bussing schedule. But beyond the start and end times, schools have various schedule structures affording students inconsistent opportunities for learning system-wide (Indicator 4.2).

A review of technology resources including support personnel is relatively consistent across all schools. The Team observed school programs where technology support for instruction is strong, active and innovative. In other schools, this emphasis on the integration of technology to support instruction was not evident. eleot® observations scores for the descriptors in Digital Learning Environment (1.82) were slightly below the AdvancED Network Average (AEN) of 1.88. The three descriptors in this area were not demonstrated in greater than 53% of the classrooms observed. A review of eleot® scores by school will assist in identifying where additional support might be warranted to create a system where students are afforded 21st century opportunities to enhance their learning through technology and thus meet the system's purpose of a "world class" education.

The External Review Team acknowledges the quality Internal Review conducted by the school system. In every case, the IEQ scores awarded to the system by the Team were higher than those derived during the system's Self Assessment. The overall IEQ for the system was 278.55 compared to the Self Assessment score of 261.53. The score for the Teaching and Learning Domain given by the Team was 259.74 compared to the Self Assessment score of 242.86. The Leadership Capacity Domain score given by the Team was 276.36 compared to the Self Assessment score of 270.00 and the Resource Utilization Domain score given by the Team was 330.68 as compared to the system's Self Assessment score of 300.00.

The External Review Team celebrates, along with the Pacific South District family, this accomplishment in achieving system accreditation through AdvancED. A genuinely reflective and serious Internal Review process yielded several improvement goals that the school system has readily embraced and has put actions into place to address. Staying the course, evaluating the outcomes, and engaging in a "systemic, systematic and sustainable" continuous improvement process" will empower the school system to meet at even higher levels its purpose of "world class instruction every day for every student in every class."

## Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Design and implement clearly defined system protocols that ensure training for all staff, as well as the collection, analysis and utilization of data to drive both instruction and the annual evaluation of programs, interventions, and improvement plans.
- Implement a systemic, systematic and sustainable continuous improvement process.
- Implement with fidelity current evaluation and supervision policies and practices to achieve consistency and alignment with instructional practices and student performance.

# 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	278.55	278.34
Teaching and Learning Impact	259.74	268.94
Leadership Capacity	276.36	292.64
Resource Utilization	330.68	283.23

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

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

# Addenda

## Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Amelia Earhart Intermediate School	314.29	322.22	342.86	321.62
Bechtel Elementary School	266.67	300.00	328.57	286.49
Bob Hope Primary School	300.00	300.00	300.00	300.00
Edward C Killin Elementary School	280.95	300.00	271.43	283.78
Kadena Elementary School	357.14	388.89	385.71	370.27
Kadena High School	238.10	200.00	257.14	232.43
Kadena Middle School	304.76	311.11	342.86	313.51
Kinser Elementary School	271.43	344.44	300.00	294.59
Kubasaki High School	247.62	311.11	357.14	283.78
Lester Middle School	290.48	300.00	285.71	291.89
Ryukyu Middle School	295.24	300.00	300.00	297.30
Stearley Heights Elementary School	309.52	300.00	300.00	305.41
Zukeran Elementary School	304.76	300.00	300.00	302.70

# Team Roster

Member	Brief Biography
<p>Dr. W. Darrell Barringer</p>	<p>Dr. Barringer's educational career spans 40+ years. On June 30th, 2012, he retired from Lexington School District One in Lexington, SC after working there for 34 years. During that time, he served as an elementary principal for 29 years and had the privilege of opening two new schools. He has taught grades 2, 3, 4, 5, and 6, served as an Assistant Principal in addition to the Principal role. He has also served with SACS (AdvancED) since 1983 having chaired teams in Egypt, Thailand, India, Saudi Arabia, United Arab Emirates, Qatar, Jordan, Bahrain, Costa Rica, Japan, Guyana, Guatemala and Nicaragua as well as in the U.S. His service has included schools, systems, digital learning institutions, and corporations. Dr. Barringer's BA is in Biblical Education from Columbia International University, and his MEd (Elementary Ed), his EdS (Administration) and PhD (Elementary Ed) are from the University of South Carolina. Dr. Barringer joined the AdvancED family officially on July 1st of 2012 as Director for AdvancED South Carolina.</p>
<p>Dr. Sharon A Knudson</p>	<p>Dr. Knudson has worked with children in a variety of capacities from professional storyteller to teacher/principal in schools. A summary of her professional experience is 2010-present---Lead Evaluator with AdvancED; 1993-2010---Laramie School District #1,WY-Director, Non-tenured Teacher programs; Director, Professional Development; principal; teacher; and UW graduate instructor. Her WY Certification is Superintendent K-12, Principal K-12, Elementary Education-highly qualified, Speech Pathologist, Ex.-Gen. K-12. Her professional activities related to AdvancED include Lead Evaluator/team member to twenty-three states, DoDEA and International Schools---Japan, Europe, Egypt, Diagnostic Review Lead Evaluator, and Lead Evaluator Mentor. Dr. Knudson has received several national and state leadership and teacher awards. She recently participated as a district observer in a national Teacher &amp; Leader Evaluation Systems research study.</p>
<p>Dr. Ludwig "Ludy" van Broekhuizen</p>	<p>Dr. Ludwig "Ludy" van Broekhuizen is the Chief Innovation Officer at AdvancED. In this position, he leads research, development, and innovation across the organization and its network of more than 34,000 schools. He is the creator of the Effective Learning Environments Observation Tool aka eleot® used for all AdvancED reviews and certifications as well as by institutions across the world for formative improvement. Previously, Dr. van Broekhuizen was Executive Director of the SERVE Center at the University of North Carolina at Greensboro as well as the Director of the Regional Educational Laboratory-Southeast (REL-SE). During his 7 year tenure at SERVE, he managed multiple budgets totaling nearly \$30 million annually, multiple office sites, and 200 office-based and telecommuting staff members. He worked closely with the the UNCG Provost's Office and Chief State School Officers from across the southeast region, State Legislators, and US Congressional Members and was appointed to the North Carolina Governor's Education Transformation Commission. Prior to that, Dr. van Broekhuizen was the REL Director for the Pacific region where he led the development of rigorous research-to-practice documents focusing on the National Reading Panel components of reading, distilling and translating research findings into teacher-friendly and accessible materials. Dr. van Broekhuizen has worked in the field of education throughout his professional life from the classroom as a Spanish and English high/middle school teacher to program evaluator and research specialist in charge of data collection and training. As Senior Researcher on several large (quasi-experimental) national research studies, he managed large student and teacher data sets. He has written numerous publications on language development and early literacy. He has a doctoral degree in linguistics and K-12 teacher certification in English and Spanish. Born in the Netherlands with cultural roots in Indonesia and Africa, Dr. van Broekhuizen's first language is Dutch. He is also fluent in Spanish and conversant in Indonesian, French and a number of other languages.</p>

Member	Brief Biography
<p>Dr. Judith Jones Allen</p>	<p>Dr. Judith (Judy) J. Allen is enjoying her 30th year as a Department of Defense Dependents School (DoDDS) employee. She began her career as a substitute teacher at Torrejon AB, Spain. As a classroom teacher she taught grades seven and first at Torrejon AB, and Rota, Spain and grades six and five in Incirlik, Turkey. She entered administration in 1991 and has served as an Educational Program Manager (EPM) at Incirlik Elementary School, Turkey; Assistant Principal, David Glasgow Farragut Elementary School, Rota Spain and Kinser Elementary School, Okinawa; Principal, Kinser Elementary School, Okinawa and Ramstein Elementary School, Germany; Chief of Staff and Assistant Superintendent, Isles District Office, Feltwell, England. She transferred to the Korea District Office as the Assistant Superintendent in August 2011.</p> <p>Dr. Allen is a Maryland native and spent 22 years as an AF spouse. She traveled the world with her AF husband, with assignments at Wright-Patterson AFB, Ohio, Tachikawa AFB, Japan, Hanscom Field, (Lowell Technological Institute) Massachusetts, Shaw AFB, SC, Hickam AFB, Hawaii and Torrejon AB, Spain. Dr. Allen holds the following degrees: Doctoral degree in Educational Leadership, University of Nevada-Reno; Master's Degree in Public Administration, Troy State University, European Division and Bachelor of Science in Elementary Education, University of Nevada-Las Vegas.</p> <p>Dr. Allen is the mother of three children, Laura, Ted, Jr. and Marc. Marc is active duty AF and is stationed at Ft. Dix, NJ. She has five grandchildren, 3 of whom are AF dependents. She enjoys travel, cooking and gardening in her spare time.</p>
<p>Mr. Jonathan Blakely</p>	<p>Jonathan Blakely is currently the DoDEA Pacific Area Education Researcher, stationed in Guam. He comes to DoDEA from the Florida Department of Education as their Research Coordinator for the Division of Accountability, Research, and Measurement, serving Florida government for over seven years. He functioned as a policy and data analyst for the Department, conducting research studies to inform policy-making processes for internal and external stakeholders, such as the Florida Legislature and the State Board of Education. He also coordinated the external research data request process, guiding external researchers through the formal process of accessing Florida's longitudinal PK-20 Education Data Warehouse. With a Master's in Educational Policy, Planning and Analysis from the Florida State University, he has actively engaged past and current research to better inform Florida's decision-making processes. Jonathan is originally from West Des Moines, Iowa and is currently a PhD candidate in Education Policy and Evaluation at the Florida State University in Tallahassee, Florida.</p>
<p>Mrs. Jill J Bramlet</p>	<p>Jill Bramlet is an educator from Wheatland, WY. She currently serves as an Executive Coach and project coordinator for the Wyoming Center for Educational Leadership. As an elementary principal, she worked with teachers on developing and implementing effective Professional Learning Communities to improve instructional practice and student achievement. During her tenure as a principal she served on various state and local boards, including president of the Wyoming Association for Elementary and Middle School Principals. She served as the district's Special Education Director after teaching kindergarten and special education. Upon her retirement as a principal in 2010, she worked for the Wyoming Department of Education as a District Coach for three years. Bramlet also served as the Executive Director to the Wyoming P-16 Education Council prior to her present work as an Executive Coach which has provided her the opportunity to work side-by-side principals serving in priority schools. In addition to assisting schools as an accreditation team member and chair for several years, Bramlet has served as Lead Evaluator on system, school, and Department of Defense schools for more than five years. She received her BA from Black Hills State College and MA from the University of Wyoming in Educational Leadership. She has a strong background in instructional leadership, team collaboration, data collection and analysis, and strategic planning and goal setting.</p>

Member	Brief Biography
Mr. Jimmy Journey	<p>Mr. Journey began teaching special education in 1985 in Kerrville, Texas. He joined DoDEA in 1989 as a special education teacher in Berlin, Germany. In 1993 he and his wife transitioned to Japan as teachers at Yokota Air Base. Mr. Journey taught special education, and in elementary classrooms until 1998 when he was promoted to an assistant principal position. In 2002 he became principal of Ikego Elementary School where he stayed until 2005. In 2005 he moved to Sollars Elementary School in Misawa, Japan where he stayed until 2010. In 2010 Mr. Journey assumed the principal position at Bob Hope Primary School on Okinawa, Japan. In 2013 Mr. Journey was selected as an assistant superintendent in the Japan District. He continues to work in that role.</p>
Dr. Maria I Ojeda	<p>Maria I. Ojeda is Full Professor at the College of Education, University of Puerto Rico-Ri�o Piedras Campus. She holds a Bachelor degree in Secondary Education from the University of Puerto Rico, a Master of Science in Motor Learning from Virginia Tech University and, a PhD in Curriculum and Instruction from the University of New Mexico.</p> <p>Dr. Ojeda is the Director for the AdvancED Office in Puerto Rico and has been an educator for over 20 years, serving as both as an elementary and secondary teacher; a director at the University of Puerto Rico Laboratory Elementary School; Associate Dean of Academics for the University of Puerto Rico; Assistant to the Chancellor at the University of Puerto Rico-Rio Piedras; and, served as a consultant for private and public schools in Curriculum and Instruction in Elementary Education.</p> <p>Dr. Ojeda has published three books and many articles about perceptual-motor development. Her latest book: <i>Ninos en Movimiento: Educando el movimiento de la ninez</i>, is used as a university textbook in Puerto Rico, Dominican Republic, Guatemala and Peru.</p> <p>Dr. Ojeda is a frequent speaker in many Latin-American countries. Ojeda s topics include: Child development, perceptual-motor development, active learning, play, curricular planning and decision-making, alternative assessment and data-driven instruction.</p>
Ms. Anna Pehar	<p>Anna joined AdvancED in 2015 in the role of Vice President Eurasia, Middle East and Africa. Anna’s corporate background is commercial, but always in the professional services sector with a focus on education and development. From there she moved into academia and was the director of Executive Education at the Rotterdam School of Management/Erasmus University in the Netherlands for 10 years. After leaving RSM she worked at EFMD (European Foundation for Management Development) in Brussels (Belgium). EFMD is the European accrediting body for International Business Schools and Corporate Universities and in her role as director Business School Services, Anna was responsible for the academic conferences and developmental programs, providing information and disseminating knowledge to the member institutions globally. In 2010 she established her own educational consultancy practice, linking her profound professional experience with her extensive international network.</p> <p>Anna holds a master’s degree in linguistics, with majors in Spanish, socio- and psycho linguistics. Her motivation to work in education is that she finds education the biggest gift you can give to anyone, because it enables human beings to grow, take charge of their own life and become independent.</p> <p>Anna is born in Italy from Croatian parents; she was raised and educated in Sweden and obtained her university degree in the Netherlands where she is currently based. She has lived and worked in several countries and cooperated with people from many different cultures and she finds that has enriched her, both professionally and personally. She has a weak spot for working in developing countries and has spent considerable time on projects in Africa and Eastern Europe among others. She communicates fluently in 5 languages and sees herself as a true global citizen with her roots in Europe.</p>

Member	Brief Biography
Mrs. Maureen Ryff	<p>Mrs. Maureen Ryff is a retired secondary school social studies instructor and administrator. Mrs. Ryff holds a Bachelor of Arts degree in American History and French, and a Master’s Degree in Political Science from the University of Wyoming. Her administrative endorsements include principal for grades K-12 and curriculum director. Mrs. Ryff taught social studies and French for 30 years at the middle and high school levels and served as a high school principal for 10 years. She earned several awards for excellence in education. She is currently the State Director of the Wyoming Academic Decathlon program. She is a member of the Wyoming AdvancED State Council and serves as a lead evaluator for AdvancED. She has led accreditation visits to schools and districts throughout the United States, Europe, and Asia.</p>
Dr. Phillip G Ulmer	<p>Phillip Ulmer is passionate about continuous improvement and realizes the great role accreditation plays education and has played in the formation of education in the United States. He began his academic career by earning degrees in piano and vocal performance and spending many years studying and working in Europe. He continued his academic career by earning another BA in English, master’s degrees in English literature and education, and a Ph.D. in Education with a specialization in school improvement leadership. After teaching English literature at Abilene Christian University in Texas and Tarsus American College in Turkey, he realized his long-term dream of joining the DoDEA family. After directing a very busy choral program and teaching English and piano at Kinnick High School for four years, he accepted a job at the Japan District Superintendent’s Office. Phillip is now in his tenth year as the ISS over continuous school improvement, accreditation, assessments, and program evaluation for the Japan District. In addition, Dr. Ulmer's dissertation investigated how teacher attitudes towards the accreditation process and professional development impact accreditation outcomes.</p>
Ms. Lesley Wangberg	<p>Lesley Wangberg is an Educational Consultant where she is currently advising and facilitating a curriculum mapping and curriculum development project for the Wyoming Stewardship Project. Most recently she served as a facilitator for Leadership Wyoming, a statewide leadership development program. Ms. Wangberg previously served as a Managing Associate and Assessment Specialist with edCount, LLC.</p> <p>Ms. Wangberg has more than 38 years of experience in education, with eight years of leadership experience in assessment and evaluation. While at the Wyoming Department of Education, Ms. Wangberg oversaw the revision and implementation of the Wyoming Content and Performance Standards. She served as the Director of State Assessment where she managed the Wyoming Department of Education's \$48 million assessment budget, provided technical assistance, and conducted professional development and administration trainings to districts and schools. Ms. Wangberg has also worked extensively in early literacy issues, spending many years conducting professional development trainings with educators on teaching early literacy skills and monitoring students' literacy achievements. Ms. Wangberg has worked in the area of accreditation both at the school level and serving as Lead Evaluator for over 20 years.</p>

## Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

## About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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