BCPS Newsletter

The terminology of AdvancED:

- AEN– AdvancED Network
- APR– Accreditation Progress Report
- ASSIST- Adaptive System of School Improvement Support Tools
- CCRPI– College and Career Readiness Indicator
- eProve™ - a state-of-the-art productivity platform for continuous improvement
- IEQ– Index of Educational Quality
- eleot®- The Effective Learning Environments Observation tool
- LKES– Leader Keys Effectiveness System
- SA– Self Assessment
- SACS CASI- Southern Association of Colleges and Schools Commission on Accreditation and School Improvement
- SIP– School Improvement Plan
- TKES– Teacher Keys Effectiveness Training

EXTERNAL REVIEW DATES SET

The dates of September 25-28, 2016 for hosting an AdvancED External Review are confirmed.

External Review

The External Review is an integral part of the Systems Accreditation process. Although it is but one component of a continuous improvement cycle, attention to the preparation for the review will benefit all stakeholders of the system. The External Review consists of the following:

1. A qualified team evaluates the system's adherence to the *AdvancED Accreditation Standard for Quality School Systems* (available at www.advanced.org);

2. An examination of the system's framework for ensuring continuous improvement and its capacity to sustain effectiveness;

3. Assessment of the system's student achievement data;

4. Assessment of the system's stakeholder perception data.

The External Review Team will provide the system with substantive, focused feedback and Improvement Priority(s) that will assist in strengthening the system. A brief exit report will be provided, as well as a written report reflecting the team's professional observations on each of the AdvancED Standards.

SUPPORTING EVIDENCE

Are we doing what we say we are doing?

The suggested supporting evidence section of the Self Assessment is designed as a starting point for school system staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps school and system stakeholders engage in a discussion about how the school and system knows it is adhering to the Standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

ELEOT—Effective Learning Environments Observation Tool

Essentially, ELEOT's purpose is to identify observable evidence of classroom environments that are conducive to learning.

Frequently Asked Questions

What purpose does ELEOT serve?
Essentially, ELEOT's purpose is to identify observable evidence of classroom environments that are conducive to learning. ELEOT was developed for use by the External Review Team while on-site and replaces the former classroom observation walk-through instrument. The reason for the shift from a focus on teachers to a focus on learners is to ensure that learners are engaging acting, reacting, and benefiting from various contexts or environments that should be evident in all effective learning settings.

Is ELEOT a tool to evaluate or measure an individual teacher's performance or quality?
No. Just as the AdvancED Standards and Indicators are used to provide school/system/ organization level ratings through performance levels (which the team determines), the aggregated mean rating for each environment of all observations conducted during the External Review is what is reported and NOT individual classroom data.

What is the expected length of time for the observation?
Observations of classrooms or other learning venues are

Burke County Public Schools Vision—Mission—Beliefs

Vision Statement
Burke County Schools will exemplify a quality system that is respected for high standards, outstanding performance, and excellence in student achievement.

Mission Statement
The mission of the Burke County School System is to ensure that all students will graduate with the necessary skills to function successfully in a global society.

Belief Statements

Student Performance
All students will experience a high quality, data-driven, and academically challenging learning environment, designed to meet their unique needs, to help them become socially responsible citizens, to enhance their opportunities, and to facilitate their post-secondary goals.

Stakeholder Engagement
A strong partnership among employees, students, families, and the community is essential for optimal student achievement, advancement of our community, and fulfillment of civic responsibility in our society.

Organizational Effectiveness
The recruitment, hiring, and retention of a highly qualified and effective faculty, staff, and administration is vital to the development and sustainability of a positive climate, culture, and learning environment.

Continuous Improvement
Continuous improvement is non-negotiable and fostered through systemic planning and assessment, building capacity, maximizing resources, collaboration, partnerships, professional learning, networking, transparency, communication, stakeholder feedback, and utilization of current trends and technologies.

BCBOE Approved—12/8/2015

EXECUTIVE SUMMARY

Every school and school system has its own story to tell. The context in which teaching and student learning takes place influences the processes and procedures by which the system and schools makes decisions around curriculum, instruction, and assessment. The context also impacts the way school leadership considers how to organize, maintain order, and stay faithful to the school's vision, mission, and beliefs. A description of the level of stakeholder engagement, trends and issues affecting the school, and the kinds of programs and services that the school implements to support student learning also contributes to the overall narrative. The purpose of the Executive Summary (ES) is to give schools an opportunity to tell their story, to describe their context both strengths and challenges so that the public and members of the school community have a more complete picture of how the school perceives itself and what it is deliberating as it engages in the process of self-reflection for continuous improvement.

Our school system Executive Summary can be found on the BCPS website:

www.burkeschools.org

THE ADVANCED STAKEHOLDER SURVEY

For the 4th year we will administer the AdvancED Stakeholder Survey during the month of February (2016). By administering this highly effective survey annually to our parents, students, and staff, we have been able to gather vital trend data.

As in the past, the survey will be available both on paper and electronically for our Parents. It is very important that we have great Parent survey participation

Our School System believes in the AdvancED Stakeholder Survey as a valuable tool to guide our continuous improvement.

IMPORTANT DATES

December, 2015	Executive Summary Month	December 18, 2015	Complete and post the Executive Summary
February 5, 2016	AdvancED Stakeholder Survey window opens	February 28, 2016	AdvancED Stakeholder Survey window closes
March 1, 2016	Standard Chairs send all work to designee	March, 2016	Review survey results
March 25, 2016	Complete Stakeholder Feedback Diagnostic in ASSIST	April 29, 2016	Self Assessment in ASSIST
May 31, 2016	Assurances in ASSIST	June, 2016	Finalize your School Improvement Plan
August 5, 2016	All Internal Review components complete	September 25-28, 2016	Host External Review

AdvancED Calendar - Winter 2015-2016

December 2015

S	M	T	W	T	F	S	
		1	2	3	4	5	No SLP
6	7	8	9	10	11	12	Executive Summary Month
13	14	15	16	17	18	19	18 - in ASSIST, complete and post your
20	21	22	23	24	25	26	Executive Summary
27	28	29	30	31			

January 2016

S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	7-SLP
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	Prepare for the AdvancED Survey - must hit
31							20-40-60

February 2016

S	M	T	W	T	F	S	
	1	2	3	4	5	6	5-AdvancED Survey window opens
7	8	9	10	11	12	13	11-SLP
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29						28-Survey window closed

March 2016

S	M	T	W	T	F	S	
		1	2	3	4	5	Review Survey Results
							1 - 5 Standards report/scores to Principal
6	7	8	9	10	11	12	10-SLP
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	25- ASSIST - complete your Stakeholder
27	28	29	30	31			Feedback Diagnostic in ASSIST

April 2016

S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	14-SLP
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	29- Self Assessment in ASSIST