Southern Association of Colleges and Schools
Commission on Secondary and Middle Schools

REPORT OF THE PEER REVIEW TEAM

For

NEEDHAM BROUGHTON HIGH SCHOOL

ROY TEEL, PRINCIPAL

FIVE-YEAR VISIT
USING
SACS SCHOOL IMPROVEMENT PROCESS

NOVEMBER 14, 2005
Introduction

A peer review team representing the Commission on Secondary and Middle Schools of the Southern Association of Colleges and Schools made an on-site visit to NEEDHAM BROUGHTON HIGH SCHOOL beginning on November 8, 2005. The on-site visit is in fulfillment of the peer review phase of the SACS School Improvement Process. The five-year on-site review visit is a step in the process of continuing accreditation by the Commission on Secondary and Middle Schools of the Southern Association of Colleges and Schools. Members of the peer review team included George Kelley, Principal (Chairperson), Bunn High School, Ms. Katrina Watson, Curriculum Resource Teacher, Bunn High School, and Mrs. Margie Holt, Counselor, Rocky Mount Senior High School.

In conducting the on-site five-year review, the peer review team shall be responsible for:

1. Assessing the adequacy of the self-study process.
2. Identifying strengths of the school deserving of commendations.
3. Developing recommendations that may help to strengthen the programs of the school.
4. Assessing compliance with the standards of the commission on Secondary and Middle Schools.
5. Developing a written report of findings.

In fulfillment of the team’s responsibilities, members:

1. Reviewed documentation provided by the school.
2. Conducted interviews with personnel and other stakeholders.
3. Applied the Standards for Accreditation.
4. Developed a draft of commendations and recommendations.
5. Contributed to the contents and focus of the written and exit reports.
6. Provided input as to the determination of continuing accreditation.

NEEDHAM BROUGHTON HIGH SCHOOL, an International Baccalaureate World School, serves a diverse population of over 2,100 students. Broughton High School places a strong emphasis on academic excellence, community service, responsible world citizenship, and respect for diverse cultures and attitudes. The school community works together to prepare students to be productive, global citizens.

Between 2002 and 2005, most of the campus has been completely renovated. This has resulted in creative plans for the classes and travel of the students. In the same period of time, Broughton has become an IB World School including both the IB Diploma Programme and IB Middle Years Programme. The student population has increased by the addition of 400 magnet students (IB Programme). The daily schedule has been changed from the traditional six period days to the A/B block schedule. All students follow the A/B schedule, which Broughton feels promotes concurrent learning in eight (8) subjects.
The curriculum is enriched further with international travel. Spanish, French, and German language students can participate in exchange programs. Various students support outreach projects in Guatemala in conjunction with the IB Programme and for several years, groups have traveled to Guatemala for language study and international service.

Service to the community is an integral part of the education at Broughton High School. Each year every student is required to perform twenty-five (25) hours of community service. The class of 2005 logged in over 72,000 hours of community service during their four (4) years of high school.

The administration takes a strong proactive look at the school policies and makes changes that are accepted by all stakeholders. Many of these changes were implemented by trying to place the students in the best possible safe and orderly environment.

The peer review team expresses appreciation to the administration, faculty, staff, and community of Broughton High School for their hospitality extended during the visit. The peer review team challenges the faculty and administration to receive and study the report and, through consensus, accept those recommendations they believe will improve or enhance their school improvement initiatives.

**Evaluation of the Planning Phase**

Needham Broughton High School initiated the planning phase of the SACS School Improvement Process in the spring of 1999. In the planning phase, the National Study of School Evaluation School Improvement: Focusing on School Performance was used as the primary planning tool for school and community representatives to conduct the self-study. The school also used the SACSCASI Public School Standards as a resource.

During the on-site visit, peer review team members:

1. Reviewed all documentation.
2. Conducted interviews.
3. Met with school leadership team.
4. Made observations.
5. Met to discuss and reach consensus on the work done.

Consequently, the peer review team recommends that Broughton High School continue its accreditation by the Commission on Secondary and Middle Schools of the Southern Association of Colleges and Schools.
Commendations

The peer review team commends Broughton High School for the following:

1. The willingness to make changes in the day-to-day operation of the school.
2. The enthusiasm of the administrative team members.
3. Surveys from parents, teachers, staff, and students ranked the school as a safe place to learn – 91.4% - important.
4. The academic excellence required by all staff members.
5. The continued input of data to support change and stability.
6. The outstanding support of the parents resulting in scholarships, fieldtrips, equipment, and proctors for testing.
7. Taking a core belief and instilling high morals and values while showing students the benefits of the democratic heritage of our country.
8. The involvement of all stakeholders in the process of continuous improvements.
9. Communication with parents, teachers, and staff (monthly newsletter, etc.).
10. The willingness of the faculty to take students away from the normal school day (Guatemala, etc.).

Recommendations

The peer review team recommends that Broughton High School consider the following:

1. Reassess on annual basis the action plan (School Improvement Plan) and make changes as needed.
2. Continue under the administrative team the concept of using site-based leadership.
3. Continue to revise and reconstruct the curriculum (master schedule) to best fit the needs.
4. Look at ways, through the Master Schedule, for certain departments opportunities to have the same planning periods for long-range planning.
5. Focus on Level One/Two students with the curriculum. Look for ways to increase the proficiency rate.
6. Plan a program of Staff Development for the faculty and staff as the new technology equipment is purchased.
7. Continue to look at ways to meet the needs of a growing student body. Continue to identify what the ‘new’ students need for success.
8. Make a concerted effort to understand the benefits of offering online courses.
Summary

The peer review team found Broughton High School to be a wonderful school with wonderful students. The school climate was safe and orderly throughout our visit. The students enjoy their school and were very appreciative of all the changes made during the past four years. We found the administrative team excited about the future, and this excitement is being carried over to the faculty and staff. We found a strong community involvement with the school through parents, friends, and businesses of Wake County and the other areas.

The peer review team sincerely hopes the recommendations presented in this report will help in the continuing efforts to improve the quality of the learning experience provided students. In order for a school to improve, it must continually assess, plan, implement, monitor, evaluate, and reassess.

The peer review team recommends that the school and community immediately begin the IMPLEMENTATION PHASE as described in the SACS SCHOOL IMPROVEMENT PROCESS handbook and in part six of the NSSE School Improvement: Focusing on Student Performance. Broughton High School should implement and monitor the action plan. The school should be collecting, analyzing, and reporting student performance.

The peer review team appreciates the courtesies extended by the school and community throughout the visit. Additionally, the team wishes the school and its students much success in pursuit of student achievement and school improvement.
Quality Assurance Review Certification  
(For use with Quality Assurance Reviews to Individual Schools)  
Council on Accreditation and School Improvement  
Southern Association of Colleges and Schools

SCHOOL:  [School Name]  
Date(s) of Visit: 11/8/05

I. Evidence of Meeting Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendation</th>
<th>Does Not Meet Expectations</th>
<th>List deficient indicators, if any (e.g. 3.5, 6.7, or 4.6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Beliefs and Mission</td>
<td>✔</td>
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<tr>
<td>Standard 2: Governance and Leadership</td>
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<tr>
<td>Standard 3: Curriculum</td>
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<tr>
<td>Standard 4: Instruction</td>
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<tr>
<td>Standard 5: Assessment and Evaluation</td>
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<tr>
<td>Standard 6: Resources</td>
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<tr>
<td>Standard 7: Support Services for Student Learning</td>
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<tr>
<td>Standard 8: Stakeholder Relationships and Communications</td>
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<tr>
<td>Standard 9: Citizenship</td>
<td>✔</td>
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<tr>
<td>Standard 10: Continuous Process of Improvement</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

Note: If a standard is rated "meets expectations with recommendation" there should be a recommendation(s) related to the standard in the narrative of the report.  
Note: If a standard is rated "does not meet expectations" the indicator(s) not met should be listed in the "list deficient indicators" column.

II. Demonstration of Continuous Improvement

Use the following rubric to identify the school's level of effectiveness in engaging and demonstrating a continuous process of improvement.

<table>
<thead>
<tr>
<th>Level 1: Absent</th>
<th>Level 2: Emerging</th>
<th>Level 3: Operational</th>
<th>Level 4: Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>o There is little or no evidence of a continuous process of improvement.</td>
<td>o The improvement process is episodic (sometimes but not consistently evident).</td>
<td>o The improvement process is almost always evident.</td>
<td>o The improvement process is consistently evident or routine, aligned with other practices, and focused on achieving the vision and expectations for student learning.</td>
</tr>
<tr>
<td>o There is limited awareness among staff of the process of continuous improvement and its importance.</td>
<td>o There is growing awareness among most staff of the improvement process and its importance.</td>
<td>o There is general awareness among staff of the improvement process and its importance.</td>
<td>o Almost all staff is aware of the improvement process and understands its importance and how it impacts other people and the practice in the school.</td>
</tr>
</tbody>
</table>

LEVEL OF EFFECTIVENESS: (Check the appropriate box.)

☐ ABSENT  ☐ EMERGING  ☐ OPERATIONAL ☑ EXEMPLARY

"Helping Schools Improve Student Learning"
III. Providing Quality Assurance

<table>
<thead>
<tr>
<th>Level 1: Absent</th>
<th>Level 2: Emerging</th>
<th>Level 3: Operational</th>
<th>Level 4: Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ There is little or no evidence of methods or procedures designed to monitor and support the teaching and learning process.</td>
<td>○ Methods for quality assurance are episodic (sometimes but not consistently evident).</td>
<td>○ Methods for quality assurance are almost always evident.</td>
<td>○ Methods for quality assurance are consistently evident or routine, aligned with other practices, and focused on achieving the vision and expectations for student learning.</td>
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<tr>
<td>○ There is limited awareness among staff of current levels of effectiveness.</td>
<td>○ There is growing awareness among staff that methods of quality assurance are being implemented to support, assist, and monitor the teaching and learning process.</td>
<td>○ There is general awareness among staff that methods of quality assurance are in place to support, assist, and monitor the teaching and learning process.</td>
<td>○ Almost all staff is aware of the methods for quality assurance and understands its importance and how it impacts other people and practices in the school.</td>
</tr>
</tbody>
</table>

**LEVEL OF EFFECTIVENESS:** (Check the appropriate box.)

- [ ] ABSENT
- [ ] EMERGING
- [ ] OPERATIONAL
- [ ] EXEMPLARY

IV. Recommendation to SACS CASI for accreditation:

For schools seeking initial accreditation

- [ ] Recommend initial accreditation
- [ ] Do not recommend accreditation at this time
  (Note: chair should provide below or on an attached sheet the conditions that must be met including standard deficiencies for initial accreditation.)

For schools seeking continued accreditation

- [ ] Recommend continued accreditation
- [ ] Recommend accreditation with noted standard violations (see above)

V. Quality Assurance Review Team

Chair: [Signature]

Member: [Signature]

Member: [Signature]

VI. Special Comments or Notations by the Chair