

**Report of the
Quality Assurance Review Team
for
Okaloosa County School District
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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), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and Schools (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools, school districts, and educational service agencies continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, school districts and their schools must:

- 1) Meet the AdvancED Standards and Policies for Quality School Systems.** School districts demonstrate adherence to the seven AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** School districts and their schools implement a continuous improvement process that articulates the vision and purpose that the school district is pursuing (vision); maintains a rich and current description of students, their performance, school and district effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** School districts and schools engage in a planned process of ongoing internal review and self-assessment. In addition, school districts host an external quality assurance review team once every five years. The team evaluates the school district's adherence to the AdvancED quality standards, assesses the efficacy of the school district's improvement process and methods for quality assurance, and provides commendations and required actions to help the school district improve. The team provides an oral exit report to the school district and a written report detailing the team's required actions. The school district acts on the team's required actions and submits a progress report two years following the review.

NCA CASI and SACS CASI accreditation engages the entire school district community in a continuous process of self-evaluation and improvement. The overall aim is to help school districts and their schools maximize student success and improve organizational effectiveness

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school district's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the district's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the district and its schools.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school district is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School District Preparation. To prepare for the Quality Assurance Review, the school district and the community complete the AdvancED Standards Assessment Report. The report engages the district in an in-depth self assessment of each of the seven AdvancED standards. The school district identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school district examines how its systems and processes contribute to student performance and school district effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified District Lead Evaluator and comprised of professionals from outside the school district. The team reviews the findings of the school district's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school district, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school district's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school district and its schools improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the district. The report contains commendations and required actions for improvement.

Using the Report - Responding to the Required Actions. The school district uses the report to guide its improvement efforts. The school district is held accountable for addressing the required actions identified in the report. The AdvancED State Office is available to assist the school district in addressing the required actions. Following the Quality Assurance Review Team visit, the school district must submit a progress report detailing the actions and progress it has made on the team's required actions. The report is reviewed at the state and national level to ensure the school district is addressing the required actions.

Accreditation Recommendation. The Quality Assurance Review team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed by the AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school district following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the SACS CASI Florida State Office (SACS-CASI-FL), a division of AdvancED, visited Okaloosa County School District on 09/25/2011 - 09/28/2011.

During the visit, members of the Quality Assurance Review Team interviewed 85 administrators, 122 teachers, 52 support staff, 99 parents and business partners, 98 students, and 5 Board of Education members for a total of 461 stakeholders. In addition to meeting with district personnel and stakeholders, the team visited 8 schools within the school district. During the school visits, team members interviewed school stakeholders, observed classrooms, and reviewed relevant school artifacts. The team also reviewed documents, student performance data, and other artifacts provided by the district. Specifically, the team examined the district's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems with a school district and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school district, looking not only for adherence to individual standards, but also for how the school district and its schools function as a whole and embody the practices and characteristics of a quality school district.

Through its examination of the school district's adherence to the standards, the Quality Assurance Review Team prepared reports on each standard, highlighting strengths and suggestions for improvement specific to each standard. These reports can be found following this summary.

The Quality Assurance Review Team also examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team's findings in this area can be found following the standard reports.

The team used the standard reports and quality assurance findings to identify common themes, significant accomplishments, and pressing needs facing the district. These became the basis for the overall commendations and required actions that are provided below. The commendations and required actions should serve as the focus for the district as it acts on the team's findings. They represent the areas that the team believes will have the greatest impact in helping the district further its improvement efforts. The standard reports and quality assurance findings can be used to help reinforce and enrich the district's understanding of the commendations and required actions.

Commendations

The Quality Assurance Review Team commends the Okaloosa County School District for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

Commendation 1

Commendation Statement:

It is evident that the governing body has successfully implemented an efficient process that provides a systematic review of student performance, as well as school and system effectiveness.

Evidence:

Members of the School Board and the Superintendent of Schools provide for systematic analysis and review of student performance as well as school and system effectiveness. This is accomplished by scheduling oversight meetings with each school and district department to review and approve budgets to ensure that allocated funding is appropriately budgeted to accomplish educational goals. The Information Systems Department develops programs and creates portals for the collection, entry, and display of this data.

Rationale:

It is important for the school district to develop and manage evaluation tools to hold schools accountable for student achievement, and to provide data, tools, and resources that educators and families can use to improve schools and support student learning.

Commendation 2

Commendation Statement:

Powerful relationships with local businesses, universities, and the Military strengthen the resources available to improve student achievement.

Evidence:

Documented evidence reveals that the Okaloosa County School District actively supports partnerships and believes in the power of relationships. There are numerous partnerships which enhance the work of this system, such as the work with Northwest Florida State College, Embry-Riddle Aeronautical University, Cox Communication, Eglin Air Force Base, S4P Synergy Outreach Arm of Striving for Perfection Ministries, and the support provided by Bank of America to the Okaloosa Public School Foundation.

Rationale:

The importance of building home, school, and community partnerships is increasingly acknowledged since family and community involvement in education is thought to be associated with improving a child's success at school. Research indicates that when schools play a crucial part in ensuring a positive, ongoing relationship with the family and the community, there is improvement in student performance.

Commendation 3

Commendation Statement:

The district has created and maintained a system-wide climate that is conducive to teaching and learning.

Evidence:

Artifacts and interviews reveal that a number of documents and processes are in place which provide evidence of adherence to the teaching and learning standard. For example, the district utilizes the Pupil Progression Plan (PPP), which defines the student performance expectations for progression from one grade level to the next. A number of resources and systems are also utilized in order for both students and staff to access valuable information. Professional learning opportunities are readily available for the teachers, which increase teacher expertise and competence in research-based practices.

Rationale:

Numerous studies indicate that students attending schools with a positive school climate have higher achievement and better socio-emotional health. The Superintendent of the district and the central administration, backed by the School Board, must initiate and promote changes in school culture and school climate to ensure student success.

Commendation 4

Commendation Statement:

There is a comprehensive digital information system, Data Dashboard, in place to provide stakeholders with accurate and timely reports on student and school performance.

Evidence:

Documented evidence reveals that there are a number of vehicles used to collect, maintain, and apply information pertaining to student performance. The AS400 system employed by the Information System Department (MIS) is used to collect and house all pertinent student data, to include results of district and state assessment. MIS provides Dashboard, a portal for school and district staff, to sort and filter student information needed for a number of purposes. MIS has also developed a grading system, which not only enables teachers to enter student grades, but provides a parent viewing and communication portal

Rationale:

It is extremely important to communicate student data to everyone involved. In order to improve student performance, all stakeholders must be informed of student progress. Student performance data are also needed in order to develop an effective strategic plan for the school district.

Commendation 5

Commendation Statement:

The Superintendent is a public relations ambassador who is accessible and respected in the community and takes pride in celebrating student, staff, and community achievement.

Evidence:

The Superintendent demonstrates positive, strong, and effective leadership in her efforts to advocate for the district's vision and mission. The Superintendent and district leadership team also provide consistent and supportive leadership to all schools. Trust, respect, and collaboration are evident throughout the entire school community. A strong sense of collaboration exists between the Board and the Superintendent towards the establishment of an effective school district.

Rationale:

Effective leadership is a key component to the success of any organization. The leadership team promotes the vision and has the power to influence others to follow the visionary path for district success.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall effectiveness of the school district. The Okaloosa County School District will be held accountable for making progress on each of the required actions noted in this section. Following this review, the school district will be asked to submit a progress report on these required actions. The district should refer to the detail provided in the standard reports for guidance and greater depth on the required actions.

Required Action 1

Required Action:

Provide multiple and ongoing opportunities for all stakeholders (internal as well as external) to shape the district's vision and mission.

Evidence:

In interviews with the Quality Assurance Review (QAR) team, district-level staff members described and clarified processes in which some internal school stakeholder input was sought as the vision and mission statements were being developed. However, broad school-based (teacher and parent) involvement and input were not evident in interviews with central office personnel, principals, teachers, and parents.

Rationale:

Excellence in education is achieved through the collaboration of all stakeholders for a common goal. The vision and mission statements should be shaped by everyone involved in order to establish a system-wide commitment to school improvement.

Required Action 2

Required Action:

Establish a formalized process for monitoring the alignment of the School Performance Plans with the District's Strategic Plan as the district continually focuses on increasing student achievement.

Evidence:

Interviews with staff members and documented reports reveal that continuous improvement was occurring at the schools. However, it was unclear to the Quality Assurance Review (QAR) team of the district's role as the "over-arching" foundation for continuous improvement. While there is a Strategic Plan in place, the QAR team was unclear of the connection of the school improvement initiatives to the district goals, therefore lacking a systemic and systematic process to monitor the implementation of improvement efforts.

Rationale:

To ensure continuous improvement throughout the school district, the alignment of the system and its schools

expectations for student learning must be a priority. The effectiveness of the district is dependent upon collaborative efforts for improving student performance.

Required Action 3

Required Action:

Revisit and revise the system's facilities' plan for maintaining, improving, and developing sites and facilities in order to ensure safety and equity across all schools.

Evidence:

Okaloosa County Schools maintains its facilities, services, and equipment and provides a safe, orderly, and healthy environment for most schools. Though sites are clean and orderly, it is unclear if a long-range facilities replacement schedule has been implemented appropriately. There was limited evidence to show a specific timeframe for the renovation of some of the oldest schools in the district. Interviews revealed that currently over 80% of the district's 40 sites are over 40 years old and manifest aged infrastructure.

Rationale:

School safety is the most important factor in the educational arena. Safety includes the physical environment as well as the emotional environment of the school district. All children must be taught in a safe and orderly environment in order to maximize student success.

Required Action 4

Required Action:

Develop a system-wide process regarding the district's methods for ensuring quality assurance and consistency at all schools (e.g., methods to ensure that the AdvancED standards are met by the district and all schools).

Evidence:

Interviews with teachers and administrators indicate that the District Accreditation Council (DAC) serves in a leadership capacity to establish, monitor, and revise the guiding principles and documents which support the continuous improvement process. All schools and district departments are represented on the DAC, with all participants having an equal voice in the proceedings. The OCSD Strategic Plan supports that framework by identifying goals, objectives, and strategies which hold the district accountable for student progress and district effectiveness. This process is replicated at the school level, with the School Advisory Council (SAC) responsible for the development and monitoring of the School Performance Plan (SPP). Although the district has indicated that they are monitoring the school improvement process, there is little evidence of a formal system-wide process to ensure that all schools meet the AdvancED standards.

Rationale:

In order for the school system to continue to effectively implement the goals of the District Strategic Plan, a formal process to monitor school improvement initiatives and compliance with the AdvancEd standards must be established.

Review of AdvancED Standards for Quality Schools: The team reviewed the district's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school district should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school district.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school district's efforts to improve student performance and district effectiveness.
5. Two years following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for review and action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school district. Upon receiving its accreditation, the school district should celebrate its achievement with the community. Flags, door decals, diploma seals, and other related items can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school district, its schools, and community in an ongoing journey of continuous improvement. The next steps in this journey are to build on the commendations and address the required actions noted in this report. Doing so will enable the school district to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Standards for Accreditation

The primary requirement for accreditation is that the district demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

The Quality Assurance Review Team divided into standard teams to review each standard and prepare a standards report summarizing the team's findings. These standard reports, along with the quality assurance findings that follow these reports, provided the basis for the team's identification of over-arching commendations and required actions presented earlier in this report. The reports submitted by each team are provided on the following pages for the district's review and use. Each report reflects its respective team's unique voice, perspective, and deliberations. The reports can be used to help enrich and deepen the district's understanding of the overall commendations and required actions.

Standard 1: Vision & Purpose

Standard: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Description:

The district vision, Maximize educational systems that empower students to successfully transition into a global competitive society, is supported by the mission, Perpetuate our commitment to educational excellence through: rigorous and relevant curriculum, accountability, and stakeholder relationships. These guiding statements are more than single objectives for the district; they are a call for all stakeholders to expect success in everything that is taught, how it is taught and how it is measured. The belief statements that accompany the vision and mission define the values of the district and set specific and high expectations for students, staff, and the school community. As a unit, the vision, mission, and belief statements showcase the district's commitment to data-driven decision, research-based practices, high and measurable standards, and a result-oriented system as the impetus for continued improvement in the district.

Interviews reveal that the vision and mission statements have been revised to reflect directives that are more motivating and inspiring than the previous statements. In interviews with the Quality Assurance Review (QAR) team, district-level staff members described and clarified processes in which some internal school stakeholder input was sought as the statements were being developed, although broad school-based (teacher and parent) involvement and input was not evident in interviews with central office personnel, principals, teachers, and parents.

The vision and mission are communicated to stakeholders through a variety of district and school publications; these statements were not posted in most classrooms or common areas visited by the QAR team. While stakeholders interviewed during the QAR visit may not have known the exact words, broad understanding and acceptance of both the vision and mission were evident in their responses to team questions. The extent to which the vision and mission drive instruction was clearly evident in classroom observations and teacher interviews.

A district strategic plan was developed and approved by the school board. It includes the district vision, mission and belief statements, as well as further definition of expectations in four specific areas: innovative and relevant curricula, student achievement, conditions for optimize student learning, and community partnerships and support. Individual schools have developed school improvement plans (SIP) that align with the district strategic plan. Teachers, principals, and parents, particularly those who serve on the School Advisory Committees (SAC), were extensively involved in development of the school improvement plans.

The district has compiled and maintains an extensive profile of student and community data for use in guiding instructional decisions. Profile data are compiled and posted on the district website. Individual school websites provide further disaggregation of specific data pertaining to the performance of students within each school. Interviews with district and school-based staff members indicate that the district is continuously engaged in finding ways to provide student performance data efficiently and in a most helpful manner for teachers and administrators to use in making instructional decisions that result in improved student performance. Goals are established, quarterly benchmark reporting of progress toward meeting those goals takes place and results drive development of teacher Individual Professional Development Plans (IPDP). The result is a systematic process that aligns IPDP professional development to the SIP goals that are aligned with and support accomplishment of the goals identified in the district strategic plan.

Strengths - The team noted the following successful practices deserving of recognition:

- The district has identified vision and mission statements that provide clear priorities and direction to teachers, administrators, and departmental staff.
- Pervasive throughout the district is a professional commitment to the vision and mission established by the district as evidenced by classroom practices that focus on improved student achievement.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Provide multiple and ongoing opportunities for all stakeholders (internal as well as external) to shape the district vision and mission which should be posted in strategic locations throughout the system.
- Develop systems or processes to reflect upon specific strategic plan goal areas, including timelines for meeting each objective.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Okaloosa County School District has met the accreditation requirements for the "Vision & Purpose" standard.

Standard 2: Governance & Leadership

Standard: The system provides governance and leadership that promote student performance and system effectiveness.

Description:

The Okaloosa County School District (OCS D) is governed by a five-member board of education with each member elected to serve a four year term. The district is under the leadership of a Superintendent, two Deputy Superintendents and four Chief Officers. The OCS D School Board has successfully formulated policies that guide the control, operation, organization, management, and administration of its schools. School Board meetings are conducted twice per month and are televised so that pertinent policies and procedures are communicated in a timely manner. The OCS D School Board and School Superintendent also maintain and preserve the executive, administrative, and leadership authority as head of the system and is evidenced by the classification of duties and responsibilities that are displayed on the district-designed organizational flow chart.

In order to ensure compliance with applicable local, state, federal laws, standards, and regulations, the school district encourages its district administrators to serve as liaisons with state and federal departments and agencies. Subsequently, these individuals consistently provide training and support to district and school staff while internal as well as external auditors periodically monitor the compliance process.

Artifacts and interviews reveal that the OCS D consistently builds public support, secures sufficient resources, and acts as a steward of the system's resources by placing maximum financial support at the school level, writing and seeking grants to support district initiatives, establishing business partnerships, collaborating with community Workforce Development and Ready to Work initiatives, as well as offering CHOICE as a viable alternative educational opportunity.

The district maintains access to legal counsel for advise or obtain information about legal requirements and obligations by retaining the services of a legal advisor. This individual provides counseling on a daily basis. The advisor is working with district personnel to interpret contracts, advise on financial commitments, clarify developments concerning student academics and discipline, review construction and land acquisition concerns, and respond to personnel matters. In addition, the Board maintains adequate insurance to protect its financial stability and administrative operations by utilizing the Office of Risk Management to oversee policy renewals and implementation of practices that provide an adequate selection of insurance packages to meet legal requirements and provide employee support.

Members of the School Board and the Superintendent provide for systematic analysis and review of student performance and school and system effectiveness by scheduling oversight meetings with each school and district department to review and approve budgets to ensure that allocated funding is appropriately budgeted to accomplish educational goals. The Quality Assurance Department schedules and facilitates monitoring events to address current state/district initiatives and the Superintendent hosts mid-year data reviews with each school team to determine student progress and achievement. The Information Systems Department develops programs and creates portals for the collection, entry, and display of this data.

The OCS D School Board and Superintendent create and support collaborative networks of stakeholders to support system programs by partnering with various local organizations. The District Advisory Council,

representing all schools and their stakeholders, meets to ensure compliance with the accreditation process. The Superintendent meets quarterly with the Parent Leadership Council to discuss current educational issues-national, state, and district. The Academic Excellence Society (composed of community and faith-based entities) meets monthly to discuss issues relating to the accelerated achievement of minority students. An active partnership with local colleges/universities produce options for successful high school student transition into post-secondary education in conjunction with the creation of practicum/student teaching opportunities that enrich the pool of qualified teacher applicants.

The Okaloosa County School District board members and superintendent assess and address community expectations and stakeholder satisfaction by obtaining input and feedback from Parent Climate Surveys, the Military Children's Education Coalition, and local Chambers of Commerce meetings. The Superintendent hosts Town Hall Meetings that reports educational trends that need to be discussed and shared with the school community.

The members of the School Board and Superintendent of Schools implement an evaluation system that provides for scheduled professional growth through a variety of practices that include monthly professional development opportunities that coincide with the annual staff needs assessment survey.

Strengths - The team noted the following successful practices deserving of recognition:

- The governing body has successfully implemented an effective process that provides a systematic review of student performance, as well as school and system effectiveness by scheduling oversight meetings with each school and district department to review and approve budgets to ensure that allocated funding is appropriately budgeted to accomplish educational goals.
- The Quality Assurance Department schedules and facilitates monitoring events to address current state/district initiatives and the Superintendent hosts mid-year data reviews with each school team to determine student progress and achievement.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Implement an evaluation system, which contains a monitoring component, that provides for professional growth and development of all personnel and that is correlated to the AdvancEd Standards for District Accreditation.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Highly Functional," indicating that the Okaloosa County School District has met the accreditation requirements for the "Governance & Leadership" standard.

Standard 3: Teaching & Learning

Standard: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description:

A number of documents and processes are in place which provides evidence of adherence to the teaching and learning standard. The Pupil Progression Plan (PPP) defines the student performance expectations for progression from one grade level to the next. That document clearly states that progression is based on mastery of the Florida Next Generation Sunshine State Standards, with a transition to Common Core

Standards. The PPP also identifies the appropriate programs of study for ELL students, ESE students on both regular and special standards, ESE gifted students, and students requiring academic intervention, remediation, or acceleration.

Artifacts reveal the district has also developed curriculum and pacing guides for elementary and middle school teachers; high school teachers follow the course descriptions adopted by the state. The curriculum guides were developed, with annual revision, to maximize student achievement by aligning grade-level benchmarks to appropriate instructional practices, materials, resources and pacing. The curriculum guides identify the role of the teacher. Instruction in the classroom is based on research-based best practices, which always includes bell-to-bell instruction.

As a complement to the curriculum guides, the OCSD Comprehensive Balanced Literacy Model, the K-12 Comprehensive Reading Plan, and the OCSD Comprehensive Balanced Mathematics Model provide guiding principles and instructional suggestions which are based on national research. To ensure that curriculum guides and models are implemented with fidelity, OCSD teachers have engaged in extensive curriculum alignment across all school levels, for all core subject areas, and within all feeder patterns.

Evidence gathered through interviews and documentation indicates that the OCSD provides a full scope of assessment instruments that, when combined, enable teachers to make and validate educational decisions for individual students. Interim and progress monitoring are achieved through the Discovery Education Assessment (DEA), summative evaluation is achieved through the state assessment system (FCAT 2 and end-of-course exams) and the district end-of-course exams, with a multitude of other, informal assessments for diagnostic and triangulation purposes (e.g., Star Reading, SRI, FAIR, DRA 2) .

Textbooks are adopted, on a 6-7 year rotating cycle, using a rubric which ensures the selection is directly aligned to the Next Generation Sunshine State Standards and complies with current research about how students learn best.

At the school level, administrators and staff collaborate with other stakeholders to develop the School Performance Plans (SPP) which rely on data analysis to re-examine systems and procedures for improving student learning. Professional Development Site Plans (PDSPs) and Individual Professional Development Plans (IPDPs) use student achievement data to determine the selection of professional development needed to increase teacher effectiveness in the design and delivery of instruction.

The district utilizes a number of resources and systems in order for both students and staff to access information. OCSD provides each teacher with a computer, incorporates a 5-to-1 ratio for student computers, and includes a “refresh” schedule each 5 years. A contract with a local agency provides needed service and maintenance for those computer systems. With so many of the current programs and assessments requiring on-line applications, bandwidth is being increased in incremental stages. Portable wireless systems, secured wireless systems, and a secured student network are current priorities, with implementation based on a 5-Year Capital Outlay Plan and limited support from the Race-to-the-Top grant funds.

Interviews with stakeholders provided evidence that the teachers meet as a grade level, in cross grade levels, and in departments/subject specific groups to share best practices and consider solutions for students not meeting achievement goals. To ensure that curriculum guides and models are implemented with fidelity, OCSD teachers have engaged in extensive curriculum alignment across all school levels, for

all core subject areas, and within all feeder patterns.

The Okaloosa County School District supports a curriculum that challenges and meets the needs of all students. The district is committed to a Pre-K to 16 educational system that prepares all students for a smooth and successful transition from one school level to the next and builds readiness for the transition to a college and/or career. A number of initiatives have been implemented. For example: Closing the Gap, STEM, Accelerated Coursework, Program alternatives/innovations, and Early Instruction/Intervention.

Strengths - The team noted the following successful practices deserving of recognition:

- The Okaloosa School District has a rich curriculum that provides a variety of instructional opportunities for a very diverse population.
- The district has created a positive climate that fosters care and concern for all students, which enhances support for student learning.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Develop a system-wide plan to improve vertical articulation between all grade levels to ensure student readiness for future levels.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Highly Functional," indicating that the Okaloosa County School District has met the accreditation requirements for the "Teaching & Learning" standard.

Standard 4: Documenting & Using Results

Standard: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Description:

It is apparent that Okaloosa County School District has established and is in the process of implementing a comprehensive assessment system. The state mandated test, Florida Comprehensive Assessment (FCAT), is used to test students in grades 3-10 in the areas of reading, math, and science. The assessment is given in the Spring. The scores from the FCAT are used the following year to determine instructional needs for the new school year. In order to help monitor the progress of students throughout the school year the district has chosen to use the Discovery Educational Assessment (DEA) that is used to assess the progress of students in the areas of reading, math and science. Probes are available for progress monitoring for students of concern. Other assessments have also been put in place that enables the schools and district to prepare students for the FCAT.

Assessment data is used to drive instruction and this is evident with the use of data chats, collaborative planning, school team /superintendent meetings, student conferences, and parent meetings. Teachers use data to plan the instruction to include differentiation and provide intervention in the areas of need. The results of data are also used to determine necessary professional learning for the staff. This was evident in teacher lesson plans, interviews with teachers, students, and administration. Many students indicated that if they have difficulty in any area of instruction, there were people, materials, and supplemental applications available for them.

The use of the digital information system, Data Dashboard, provides a variety of information on student and school performance. Newsletters are published as another means of communication to share information on student and school performance. Many of the schools use their web pages to send out messages to stakeholders regarding performance and other newsworthy information. Student performance is also used to guide parent/teacher; teacher/grade level; teacher /administrator; and administrator/superintendent meetings.

The district provides stakeholders with trend analysis and comparison data to help maintain high expectations for students. Stakeholders have opportunities to attend board meetings, view websites, or have conferences with personnel that can provide the information for them in person or electronically. This is evident through the use of agendas, newsletters, website visits, and interviews. Stakeholders were very proud of the districts' manner of communication and felt confident that the district was giving them up-to-date information.

It is apparent that many of the students of Okaloosa County School District are making academic gains in the areas of reading, math, and science. It is also evident that many of the subgroups (African American, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities) are not achieving as compared to other students. In interviews with school staff and stakeholders, concerns were shared regarding achievement among subgroups and the challenge of finding methods and materials to serve these students. Some teachers have pursued ELL endorsements, training in working with children in poverty, community involvement for the minority student, and peer programs for helping students not achieving. The district seems aware of these student needs and is working with schools to find research-based methods to help schools provide instruction for these groups.

Documented evidence shows that student information is maintained according to state and federal guidelines. There is a procedure for maintaining student records and the electronic database, along with a back-up plan in place in the event any information is lost due to unforeseen events.

Strengths - The team noted the following successful practices deserving of recognition:

- The district has implemented a wide range of assessments that are utilized to determine student levels, student progress, and areas of need. The assessments are aligned with current teaching standards.
- Information that is provided from the assessments is used by teachers to provide interventions or enrichment to students in their area of need.
- There is a comprehensive digital information system, DATA DASHBOARD, in place to provide stakeholders with accurate and timely reports on student and school performance.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Provide more research-based methods and materials for instruction that meets the achievement needs of students in the subgroups in the areas of deficiencies.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Highly Functional," indicating that the Okaloosa County School District has met the accreditation requirements for the "Documenting & Using Results" standard.

Standard 5: Resource & Support Systems

Standard: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description:

The Okaloosa County School District has established and implemented processes that recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities. The confidential Employee Assistance Program supports teachers with personal or emotional problems that may affect job performance. Personnel manuals contain pertinent procedures regarding: personnel injuries, substitute personnel, veterans' preference, instructional personnel appointments, supplements, non-instructional personnel appointments, fingerprinting, retirement, processing leaves, and personnel files. The Educational Support Evaluation Handbook, piloted in 2010-2011 articulates evaluation timelines, implementation procedures, the actual evaluation instrument, and sample applications. Okaloosa County's School Board Policy Handbook further clarifies issues such as retention, equity, and dismissal for both instructional and non-instructional employees.

Professional and support staffs are assigned based on system needs and staff qualifications as required by federal and state law and regulations. Okaloosa County's core academic subject area teachers meet the highly qualified requirements required by the No Child Left Behind Act. Florida Digital Educators are individuals assigned to schools because of their technological expertise.

Documented evidence indicates the Okaloosa County School District has established and implemented a process to provide professional development to its employees. Support staff articulated that their professional development needs are addressed in a timely fashion by the central office staff and includes such topics as, Excel and Dealing with Difficult Individuals. Each school produces a Professional Development Site Plan annually that cites: specific objectives which are aligned to the School Performance Plan goals, activities, timeframes, intended audiences, responsible persons, completion dates, and the data collected. Further, individual teachers maintain an Individual Professional Development Plan and Post Workshop Evaluation forms are completed and processed for many courses.

The recent budget shortfall has not diminished the county's dedication to its efforts to meet its vision and purpose. The state-mandated class size requirements are adhered to in the county. The determination to make all school's wireless in the next three years is planned and being actualized. Central office staff, both professional and support, have assumed the job responsibilities of the individuals not replaced due to budget cuts.

Okaloosa County engages in long-range budgetary planning, annually budgets sufficient resources to support its educational programs and to implement its plans for improvement, and ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures. The system is audited annually by an external firm. Budget documents confirm these actions. The Okaloosa County School District Purchasing Procedures document articulates bidding policies and procedures.

Interviews throughout the district and documentation reveal Okaloosa County School District maintains its facilities, services, and equipment and provides a safe, orderly, and healthy environment. Though sites are clean and orderly, it is unclear if a long-range facilities replacement schedule has been addressed appropriately. Staff members reported that currently approximately 37 of the district's 40 sites are over

40 years old.

Because of successful relationships with the sheriffs' departments, school resource officers are present in all middle and high schools and successfully interact with students personally and instructionally. Surveillance cameras, check-in procedures, and vigilance further support the safe environment provided by the district.

The county has established and implemented written security and crisis management plans with appropriate training for stakeholders. The following documents articulate the district's expectations: School Bus Safety Tips, School Fire Safety Checklists, Chemical Hygiene and Laboratory Safety Plan, Wellness Initiative, Spill Prevention Control and Countermeasures Plan, School Safety and Security Self-Assessment Form, Crisis Management Flipchart, Suicide Prevention / Intervention and Dealing with Loss, the Acceptable Use Policy for Electronic Resources, and the Energy Management Guide.

Though it is clear that Okaloosa County maintains its facilities and equipment, it remains unclear whether it implements processes and plans for improving the same.

Okaloosa County provides services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students. English as Second Language Learners and the district's Exceptional Student Education Policies and Procedures Manual delineates in detail all regulations regarding those with disabilities and those who are gifted. Florida Diagnostic and Learning Resources System training activities are published regularly. School resource officers and anti-bullying and harassment training occur within the system. The annually reiterated Code of Student Conduct, reinforces the safe atmosphere felt by Okaloosa stakeholders.

Strengths - The team noted the following successful practices deserving of recognition:

- The Okaloosa County School District provides numerous student support services coordinated with the school, home, and community.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Develop and articulate district professional development planning efforts for custodians and transportation staff.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Okaloosa County School District has met the accreditation requirements for the "Resource & Support Systems" standard.

Standard 6: Stakeholder Communications & Relationships

Standard: The system fosters effective communications and relationships with and among its stakeholders.

Description:

Evidence reveals there is strong community support and involvement in all schools across the Okaloosa County School District. Stakeholder involvement was reported at a high level with opportunities for stakeholders to be actively engaged through school-based Parent Teacher Organizations (PTOs), Parent Leadership Council, School Advisory Councils, faith-based outreach programs, Science Technology Engineering and Math Initiatives (STEM), career and technical partnerships, mentoring programs, and a cadre of active volunteers. Review team interviews indicate parent and community members perceive the personnel within this district to be caring, dedicated educators who emphasize academic performance as their top priority. Trust and rapport are built at all levels with various staff members voicing their ease in accessing district leaders and praising the “open door” policy that exists in this school district. Stakeholder pride is extremely high as evidenced by the heartfelt expressions of allegiance and commitment to the students conveyed to the QAR team during interviews and school-based visits.

Promoting communication and positive relationships is instrumental in the work the district does to build cohesive support and acquisition of resources to accomplish their mission to successfully transition students into a globally competitive society. Numerous strategies are in place to facilitate communication, as evidenced by periodic town-hall meetings, published annual reports to community, radio talks done by the Superintendent, televised board meetings, weekly broadcast of “Navigating through the Okaloosa School District”, “teacher talks” hosted by the Superintendent, and an annual climate survey given to stakeholders. During QAR team interviews, parents expressed their appreciation of the multitude of ways this district disseminates information. However, concerns were mentioned about some homes within the district lacking technology, families facing homelessness, and language barriers which exist within this diverse culture. Overall, accolades voiced by many stakeholders during the QAR visit commended the positive efforts of this district for being accessible and responsive to concerns of stakeholders.

Parents are kept apprised of student learning through electronic, written, and direct contact made by school personnel. Parents voiced the ease of accessibility as related to obtaining student information through an online parent viewing and communication portal. This “one stop” portal allows parents to stay informed of student progress and work in partnership with the school to increase student learning. Subsequently, students reported during QAR school-based interviews that they use pass codes provided to their parents to access information and correct any deficiencies readily. The review of artifacts reveal that an annual report is published in the local newspaper and available electronically through the district website as a conscious effort to keep stakeholders informed.

The Okaloosa County School District believes in partnerships and the power of relationships. Stakeholders are given a myriad of opportunities to participate and take the lead on a variety of district, school, or community programs. Parents, community members, administrators, teachers, and support staff serve on committees where input from all stakeholders is sought and valued. There are numerous partnerships which enhance the work of this system, such as the work with Northwest Florida State College, Embry-Riddle Aeronautical University, Cox Communication, Eglin Air Force Base, S4P Synergy Outreach Arm of Striving for Perfection Ministries, and the support provided by Bank of America to the Okaloosa Public School Foundation.

Pride in this district and its accomplishments are evident among all stakeholders. The stakeholders are confident in the quality of education within this school as evidenced in the 2011 OSCD Climate Survey, with 89% of parents reporting satisfaction with the work teachers are doing to educate students. This data coupled with numerous interviews conducted by the QAR Team solidifies this finding. The district continues to work in maintaining the level of excellence expected by all stakeholders as it improves student learning results by embracing the elements of continuous improvement embedded in the AdvancedED District Accreditation Process.

Strengths - The team noted the following successful practices deserving of recognition:

- The Okaloosa County School District clearly possesses the understanding, support, and commitment of most stakeholders within the school community.
- The system has a plethora of avenues for channeling communication among all stakeholders.
- Powerful relationships with local businesses, universities, and the military strengthen the resources available to improve student achievement.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Design and employ systemic methods for communicating with “hard to reach” stakeholders to ensure the equitable delivery of information and participation of all stakeholders within this diverse culture.
- Formulate internal practices by which schools can actively communicate how their School Performance Plans integrate with the Okaloosa County School District Strategic Plan.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Highly Functional," indicating that the Okaloosa County School District has met the accreditation requirements for the "Stakeholder Communications & Relationships" standard.

Standard 7: Commitment to Continuous Improvement

Standard: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description:

Continuous Improvement is a process that provides structure to a system when implementing school improvement efforts. Okaloosa County Schools are engaged in an improvement process where many check points are used to monitor the achievement progress of students at the school and district levels. Two such check points occur, mid-year and during either April or May just prior to the Florida Comprehensive Assessment Test (FCAT). The Superintendent and other key district staff members meet with every school principal to discuss the progress of their students and to make curricula adjustment to meet the needs of those students who are at risk of not passing the FCAT at a level 3 or higher. Artifacts and documentation reviewed by QAR team members verified that these meeting occurred.

A review of school improvement plans indicated that there was a focus on increasing achievement among students and a concerted effort to close the achievement gap. During interviews, principals and the Superintendent shared that an overt effort was made to provide common planning time for all teacher.

Teachers, when interviewed, shared that this time provided them with the opportunity to discuss data in their grade level and share best practices. Principals indicated that they conduct data chats; teachers indicated that they also hold data chats with parents.

District personnel and teachers stated that their input into professional development is often approved, but the QAR team identified that these offerings lacked alignment to identified school goals. While it was apparent to the QAR team that continuous improvement was occurring at the school, it was unclear to the team of the District's role as the "umbrella" for continuous improvement. While there is a Strategic Plan in place, the team was unclear of the connection of the school improvement initiatives to the district goals, therefore lacking a systemic and systematic process to monitor the implementation of improvement efforts. Okaloosa County School District is encouraged to create an accountability system to align the District Strategic Plan to school improvement plans. Consideration should be given to developing a system for school leaders to identify the strategic goals on the school improvement plans that aligns local school improvement goals to District Strategic goals. This will create transparency, a common language, and structured systems for school improvement. Additionally, this process will identify the District as the "umbrella" for continuous improvement and thus drives the school's improvement plans.

Strengths - The team noted the following successful practices deserving of recognition:

- Student achievement is monitored twice per year by the Superintendent and her designee.
- Data is reviewed and curricula are adjusted in a timely manner in order to meet the achievement needs of student.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Create an accountability system to align the District Strategic Plan to school improvement plans.
- Develop a system for school leaders to identify and document the strategic goals of the District Improvement Plan that aligns to local school improvement plans.
- Engage more stakeholders in the review and updating of the Strategic Plan.
- Align all professional development offerings to identified school and system goals.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Okaloosa County School District has met the accreditation requirements for the "Commitment to Continuous Improvement" standard.

Quality Assurance Findings

The Quality Assurance Review Team examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team provides the following findings in this area.

Description

The Quality Assurance Review Team examined the effectiveness of the district's method for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team provides the following findings in this area.

The district's vision and mission are definitely focused on student achievement and, based upon observations and interviews, are clearly articulated to all stakeholders. The district has adopted a school improvement planning process that provides each individual school with a framework to plan and document their respective continuous improvement efforts. The process originates with the District Accreditation Council (DAC) which is charged with establishing, monitoring and revising, as needed, the continuous improvement process and ensuring that both the district and individual schools meet the AdvancED standards. The DAC, which includes representatives of all district departments, schools, and stakeholder groups, meets semi-annually to review and/or revise the continuous improvement process. The guiding document is the District Strategic Plan and fidelity is monitored through the submission of each School Advisory Council's (SAC) School Performance Plan (SPP). The SAC and school administration ensure that the strategies and instructional tools, supported by teacher professional development, reach the classroom and address the needs of each student.

Alignment of the District Strategic Plan and the SPP's focuses continuous improvement efforts on the district vision and mission. Through this alignment, processes and resources can be more effectively deployed to support student achievement across the district. The district holds the schools accountable by district created end-of-course assessments, and formative assessments using Discovery Education Assessment. In order to gather data and inform instruction, the district MIS department provides a data dashboard which allows central office personnel, school administration and classroom teachers to sort and filter student data and monitor progress. As data come to the district level, they are collectively analyzed and disseminated back to the building and classroom. In addition, the Superintendent of schools conducts regular data reviews with all principals. While the central office provides a great deal of guidance and support in the form of support for instructional leadership and resource management, individual school faculties, along with their SACs, are charged with developing and implementing instructional strategies to increase student achievement. Both central office and site-based administrators examine key performance areas, analyze the data, and, when need is indicated, such as a decrease in achievement, provide monitoring and training, and in some cases reassignment of personnel. A follow-up of training and professional development is recognized through mandatory classroom walk-throughs conducted by the principals who observe and identify trends and ensure implementation of instructional strategies. The process described above is circular in nature and provides ongoing opportunity for monitoring and revision.

Strengths

- The district central office personnel and building principals make effective use of the data dashboard, allowing them to monitor schools in the areas of curriculum, attendance, testing, and teacher information. That information is used to inform pupil placement, staffing, and instruction.

- Mandatory principal walk-through observations, to be followed by a system of teacher evaluations based on more extensive observations, has the potential to improve instruction and increase student achievement

Opportunities

- Utilize the DAC to more effectively align the district strategic plan with each individual school's SPP and the AdvancED standards. Based upon observations and interviews it was not clear that all personnel and stakeholders were aware that these mechanisms work in concert to provide quality assurance. Likewise, it was evident that many personnel and stakeholders were unaware of the purpose and work of the DAC.
- Develop a program of annual peer-to-peer visits to monitor each school's fidelity to the AdvancED standards. As a culture of observation to improve instruction permeates the district, school personnel could visit nearby sites to conduct the evaluations. An ancillary benefit would be the opportunity to share ideas and observe best practices in place at other sites.
- Create visuals to be posted in all schools and facilities and on the district website that contain the district vision and mission statement, an abbreviated strategic plan and the AdvancED standards. This could serve to further demonstrate how the strategic plan, SPP and standards work in concert to provide quality assurance.

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Schools Visited

The Quality Assurance Review team visited the following schools during the visit to the Okaloosa County School District on 09/25/2011 - 09/28/2011.

Destin Elementary School	630 Kelly Street	Destin	Florida	32541
Wright Elementary School	305 Lang Road	Fort Walton Beach	Florida	32547
Max Bruner, Jr. Middle School	322 Holmes Boulevard	Fort Walton Beach	Florida	32548-4199
Bluewater Elementary School	4545 Range Rd.	Niceville	Florida	32578
Walker Elementary School	2988 Stillwell Boulevard	Crestview	Florida	32539
Crestview High School	1250 N. Ferdon Boulevard	Crestview	Florida	32536-1714
Fort Walton Beach High School	400 Hollywood Boulevard, SW	Fort Walton Beach	Florida	32548
C.W. Ruckel Middle School	201 North Partin Drive	Niceville	Florida	32578-1296

Conclusion

The commendations and required actions in this report are designed to focus the school district on those areas that will have the greatest impact on student performance and system effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school district and its schools. The strength of this report lies in the school district's commitment to using the findings to continuously improve. The key is action. The school district is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school district will need to address. Following this review, the school district will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the district leadership, members of the professional staff, students, parents and other community representatives for hosting the review team. The team wishes the district and its students much success in the quest for excellence through SACS-CASI-FL accreditation with AdvancED.

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Appendix

Quality Assurance Review Team Members

- Dr. Ann Williams-Brown, Chair/Lead Evaluator (Houston County School Systems)
- Dr. Dennis Holt, Team Member (Hillsborough County Public Schools)
- Dr. Olivia Hodges, Team Member
- Dr. Mandy M. Offerle, Team Member
- Mrs. Jean West, Team Member (Holmes County School District)
- Mrs. Glenda Collingsworth, Team Member (Pine Hill Middle School)
- Ms. Louella Simmons, Team Member (Pine Hill Middle School)
- Mrs. Pamela P. Ward, Team Member (Glenn Hills Elementary School)

AdvancED Standards for Quality School Systems

The AdvancED Standards for Quality School Systems are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness. As school districts reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Governance and Leadership

The system provides governance and leadership that promote student performance and system effectiveness.

Teaching and Learning

The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Resource and Support Systems

The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The system fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

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