Accreditation Report

Hillsborough County Public Schools

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Hillsborough County, located on Florida's west coast, totals 1,072 square miles and is home to more than 1.2 million residents. The county includes to the incorporated cities of Tampa, Temple Terrace, and Plant City. The County takes its name from Wills Hill, British Secretary of State to the Colonies from 1768-1772 and was first mapped and explored by the Spanish in the early 16th century. In 1834 Hillsborough County was officially founded and included a sprawling area that today we know as Pinellas, Polk, Manatee, Sarasota, Charlotte, DeSoto, Hardee, and Highlands Counties. In 1845, when Florida statehood was granted, Hillsborough County had a population of only 836, not counting soldiers and Native Americans. According to the United States Census Bureau, today Hillsborough County is home to 1.29 million people, in area of 1,266 square miles and is considered the fourth most populous county in Florida with a demographic median age of 36. Population growth between 2010 and 2013 was 5.1%. Hillsborough County is home to two major universities, the University of South Florida and the University of Tampa, as well as Hillsborough Community College.

The diversity found within Hillsborough County is one of the area's greatest strengths; a strength that translates to richness in the classroom. Minorities, Hispanic (up 8% from 2012) and African-American, comprise more than 32% and 21% respectively of the Hillaborough County Public Schools (HCPS) student population. Various cultural and social experiences shared by these students enrich to the classroom environment and lead to shared insight beyond that which is found in a textbook.

HCPS is governed by the School Board of Hillsborough County, which consists of seven elected members and one superintendent, who is hired by the board. MaryEllen Elia, who is in her 10th year as the appointed superintendent, is just the fourth superintendent in Hillsborough County in 47 years. Hillsborough County Public Schools (HCPS), which serves the city of Tampa and the surrounding communities, is the 8th largest school district in the nation, with over 206,000 students in 279 schools. HCPS employs about 15,880 classroom teachers and 26,000 total staff, making HCPS the largest employer in the county. In past three years, despite experiencing steady growth, the district has been able to accommodate new students and opened one elementary school in 2014. By contrast, the downturn in the economy and hard-hit real estate sector has also resulted in more children qualifying for the federal free and reduced-price meal program. Today that rate stands at over 61% of all HCPS students, which is above Florida's average rate of 58%.

Another community challenge is the increase of homeless people and families living in Hillsborough County. The 2011 homeless census counted 17,755 men, women, and children residing in the county. HCPS is actively collaborating with organizations such as Metropolitan Ministries, Mary and Martha House, Alpha House, and Salvation Army and is a member of the Homeless Coalition to ensure homeless children are served with a quality education and General Education Development (GED) opportunities are provided to those adults seeking a brighter future. Improving educational services for all at-risk children in our community is an ongoing priority of the school district.
Sources: Hillsborough County Government; School District of Hillsborough County; U.S. Census

HCPS school sites seeking accreditation are the following: 142 Elementary K-5 schools, 43 Middle Schools (6-8), 27 High Schools (9-12), 3 K-8 schools, 4 Career Centers, 9 Exceptional Centers, and 4 HiTEC Centers.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

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Hillsborough County Public Schools Vision and Mission

Vision

To become the nation's leader in developing successful students

Mission

To provide an education that enables each student to excel as a successful and responsible citizen

Core Values

Achievement - Respect - Effective Communication - Accountability - Equality and Opportunity - Continuous Improvement - Family and Community Engagement - Citizenship

District's Strategic Objectives

Student Achievement:

- We will increase promotion rates at all grade levels and the percentage of high school graduates.
- We will demonstrate consistent and effective teaching methods.
- We will motivate students to become responsible learners.
- We will challenge and support all students with an appropriate curriculum.

Human Resources:

- We will recruit, develop and retain a highly effective and diverse workforce.
- We will align the performance management system with the district's priorities.
- We will provide for a district-wide succession planning structure and visible career ladder.

Safety:

- We will promote a culture of safety, which is free from harassment, bullying, and aggression.
- We will demonstrate "best practices" in all aspects of safety including students, employees, visitors, facilities, transportation and
    health.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Notable Achievements

Hillsborough County Public Schools (HCPS) is the largest employer in Hillsborough County with 26,000 employees, including 16,000 teachers. It operates on an annual budget of $2.9 billion, and maintains the highest credit rating (Moody, Standard & Poors) of any Florida school district. It is also one of the few Florida school districts that did not resort to pay cuts, layoffs, or furloughs during the recent recession. The school district's leadership is cohesive and strong, and boasts a variety of accolades. In fact, during the 2010 District AdvancED Accreditation, HCPS was recognized for the stability of its leadership.

HCPS continues to propel students to success and is recognized annually with prestigious awards including recognition on The Washington Post's 2013 list of America's Most Challenging Schools; honoring of 22 magnet schools as Magnet Schools of Excellence or Magnet Schools of Distinction by the Magnet Schools of America and A or B school grades for 93% of Hillsborough County K-12 schools.

Among the many accomplishments, in 2009 the district received the largest single grant ever awarded to a school district - a $100-million grant from the Bill & Melinda Gates Foundation for the purpose of developing new strategies for recruiting, hiring, evaluating, supporting, and compensating effective teachers. In fact, it is the first district in Florida to create a performance-based compensation system tied to the new teacher evaluation with 75% of eligible teachers opting in to the new compensation plan.
The district has earned a reputation for offering families meaningful school choice options in the form of magnet schools, specialized programs, charter schools, and virtual education. More than 50,000 students (nearly one of every four students) attend a school other than their zoned school.

In 2014, Hillsborough County had the highest percentage of students earning AP exam scores of 3, 4, or 5. More than 30% of the senior class in Hillsborough County earned passing scores, compared to 20% of the senior class across the United States. The increase in the number of AP exams earning 3 or higher among African American students, and a 160% increase in the number of AP exams earning 3 or higher among Hispanic students.

In 2013, the district's fourth and eighth graders led the way in the Trial Urban District Assessment, a mathematics and reading test given to students in 22 of the nation's urban school districts. The test, administered by the National Assessment of Educational Progress (NAEP), showed that Hillsborough County's fourth and eighth graders posted the top score in reading, and scored a statistical tie for second place in math.

The district has made tremendous strides in recent years in expanding the use of technology as a tool for meaningful communication with parents. A parent portal called MySpot provides parents with easy access to their child's grades and assignments, and enables parents to interact with teachers. The district also keeps parents informed with a parent notification system that delivers phone messages, emails, or texts.

HCPS students are supported by outstanding educators and our educators are supported by an outstanding community. Hillsborough County

Public Schools benefit from a thriving and generous business and post-secondary community that views education as a cornerstone for social and economic growth. Countless volunteer hours are dedicated to ensuring student success by community member who are reading buddies, math tutors or mentors. Community members who support education with their time share one of the most selfless gifts our students can ask for - themselves.

HCPS routinely leads the state in the number of National Merit Scholars, National Hispanic Scholars, and National Achievement Scholars. In 2013, the district had 60 National Merit Scholars, 22 National Hispanic Scholars, and 15 National Achievement Scholars, which recognizes academically elite African American students.

Recently, HCPS was announced by the U.S. Secretary of Education, Arne Duncan, as one of the 26 highest-rated applicants in the 2014 i3 competition aimed at developing innovative approaches to improving student achievement and replicating effective strategies across the nation. The school district was also awarded all three federal school district grants pertaining to President Obama's Now Is The Time to help keep students safe and improve their learning environments. The three projects, School Climate Transformation, Aware, and Prevent, are currently in the process of implementation to develop, enhance, and expand systems of support in schools.

Superintendent Elia's successes and achievements reflect HCPS's successes and accomplishments as well. She was named Florida's Superintendent of the Year by the Florida Association of District School Superintendents (FADSS) and the Florida School Boards Association (FSBA) in December 2014. In October 2014, she was named an AASA (the School Superintendents Association) 2015 Women in School Leadership Award finalist and the 2014 Florida Excellence in Education Award Winner by AdvancED/SACS. In 2011, she received the College Board's District of the Year Beacon Award and was recognized with the Florida Department of Education's Data Leader of the Year award for leading the way in using education data to drive student improvement. In 2010, she received the Inaugural Governor's Business Partnership Award presented by Governor-Elect Rick Scott and the Florida Council of 100; The Women of Distinction award from the local chapter of the American Association of University Women; CEO of the Year from the Florida Supplier Development Council; the University of South Florida-Anchin Center Exemplary Leadership in Education award; and the Network of Executive Women 2010 Executive Woman of the Year award. In 2009, Superintendent Elia received The College Board's Outstanding Leadership award. She received the Florida Association of District School Superintendents' Superintendent's Award for Volunteer/Community Service in 2008/2009 and 2006/2007. In 2008, Mrs. Elia was named the Dr. Carlo Rodriguez Champion of School Choice by the State Board of Education. She was named Florida's Superintendent of the Year by the Consortium of Florida Education Foundations in 2007.

Areas of Improvement

Although HCPS's success in increasing enrollment and passing rate of minorities in Algebra 1 and Advanced Placement courses is trending upward, our district remains committed to decreasing the achievement gap. Statistics show gaps in reading of black male third-graders and Algebra 1 pass rates. Only 45% of Hispanic males and 47% of black males are ready for kindergarten. The School Board is actively discussing solutions sustainable over time and involving the larger community. In addition, schools continue to address the achievement gap; for example, our middle and high schools have implemented "success teams" consisting of counselors, administrators, and success coaches who come together to intervene with at-risk students.

HCPS continues to strategize ways to increase the academic achievement of our English Language Learners (ELL). We currently serve 25,534 ELL students: 5,495 are Non-English Speakers (NES), 10,145 Limited English Speakers (LES), and 9,894 Fluent English Speakers (FES). Our ELL students demonstrated an increase of 2% in math and 5% in writing; however, dropped 1% in reading. The ELL graduation rate data for the 2012-2013 school year was 55% which met and exceeded the targeted increase of 2% from the previous year. Out of the 2013-2014 graduating class there were 16 valedictorians and salutatorians that were former ELL students.   We support these students with a variety of strategies, to include the implementation of an Extended Learning Program (ELP) for ELLs, known as Language Enhancement

Camp (ELP-LEC), provides opportunities for students to gain English language proficiency and literacy, during school, before and after school and Saturday academies. The ELLs classified as NES and/or LES are able to participate in the ELP-LEC. Typically, students attend LEC programs for a maximum of 5 hours a week.

HCPS challenges itself to expand digital learning opportunities in the classroom. In response to the Florida Department of Education's (FLDOE) push for districts to consider the place of technology in its digital education landscape, HCPS is positioning itself to succeed in this emerging educational era. The recently developed Digital Learning Plan identifies and addresses all the required milestones and keys necessary to succeed in infusing classrooms and instruction with technology. Efforts to meet the FLDOE's technological mandates will focus specifically on the need to create an optimal learning environment in which educators and students can engage in digital learning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

- Led the state in National Merit Semifinalists with 60. King High School led the way with 15. Strawberry Crest was right behind with 14. (9/13/13)

- Had a total of 22 National Hispanic Scholars in our high schools, with Hillsborough High School leading the way with six. (11/5/13)

- More than half of Hillsborough County High Schools earned an A. This is the most A's ever, for the district, with 14 of the 27 high schools earning the top grade (12/18/13)

- The HCPS college-readiness rate is more than six percentage points higher than the state rate of 66.4, and is higher than all Tampa Bay area school districts and the state's largest districts. (12/3/13)

- HCPS has joined a national network of partners with the overall goal of developing and training 100,000 excellent science, technology, engineering, and math (STEM) teachers by 2021. HCPS is the only school district in Florida and one of only seven school districts across the nation chosen to participate. (2/17/14)

- In January, Bristol-Myers Squibb donated $50,000 to support Biomedical Sciences program at Middleton HS. The company's $50,000 gift to the Hillsborough Education Foundation will help the district improve Middleton's science laboratories, further develop its STEM curriculum, and enhance teacher professional development. (1-30-14)

- TUDA-HCPS 4th and 8th graders posted the highest overall reading scores among the 21 participating urban districts. The district also posted some of the highest overall math scores. (12-18-13)

- Hillsborough County Public Schools has the largest number of National Hispanic Scholars ever this year, with 32 students receiving the academic honor. The National Hispanic Recognition Program identifies academically outstanding Hispanic/Latino high school students across the nation.

- Apollo Beach Elementary School was named a 2013 National School of Character for creating a caring, supportive school community that meets the needs of students, and for fostering a positive environment for social and academic learning. (10/28/13)

- In a national ranking of community colleges and technical centers, our own Erwin Technical Center has been rated #2 in the entire nation. (9/27/13)

- Twelve HCPS high schools were named in Newsweek's annual list of America's top 2,000 high schools, based on the schools' success in preparing students for college. The criteria for making the Newsweek-Daily Beast list of top high schools includes things like graduation rate, AP and IB courses, college acceptance rate, etc.

- The National Association for Music Merchants Foundation has designated Hillsborough County Public Schools as one of the Best Communities for Music Education. This is the 11th year we have received the recognition.

- Team Maelstrom, one of Middleton High School's six robotics teams, came in second place in the First Tech Challenge World Championship in 2013.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Purpose and Direction

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

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose •School Board Workshop/Agenda demonstrating plans for Strategic plan revision-2014 School Board Workshop Agenda for review of Strategic Plan -2013 District review process stating alignment with goals and priorities	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	•Survey results •Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction •Guidelines for school mission and vision development Policy linking outcome goals to mission Board Agenda for SIP approvals Sample of SAC participation guidelines Policy re: monitoring of school improvement process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •Examples of schools' continuous improvement plans •Statements or documents about ethical and professional practices •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •The district strategic plan •Critical attributes of teaching document reflects shared values and high standards	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	•Examples of schools continuous improvement plans •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •The district data profile •The district strategic plan •Policy re: continuous improvement Dashboard to facilitate feedback for continuous improvement Huffington Post article: "Improving Conditions that Improve Learning"	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Hillsborough County Public Schools' (HCPS) shared mission - To provide an education that enables each student to excel as a successful and responsible citizen - and vision - To become the nation's leader in developing successful students- reflect the district's purpose and direction. Both vision and mission are prominently communicated on the district website and displayed in schools and district buildings and public documents. The mission and vision are actualized through a comprehensive, data driven Strategic Plan that engages the continuous improvement process through goals and measurable objectives within the four domains of Student Achievement, Human Resources, Financial Management and Safety and Health.   Accountability for each objective is managed by an administrator who is named on the document as the person responsible for ensuring success. In order to ensure objectivity in the determination of success, the district's Business Process Improvement Team (part of the Internal Auditing department) codes the objectives as green, yellow, or red, in descending order of success. There is an inclusive review process that includes accountability from all district divisions and culminates in an annual review with the School Board and general public through School Board workshops.

The district ensures that each school engages in an aligned systematic process through School Improvement Plans (SIPS). These are developed by School Advisory Councils (SACs) comprised of school personnel as well as parents, students, and community members working collaboratively, so that both building level and district level expectations for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment. SACs follow participation guidelines to assure stakeholder representation. The Board review process and the alignment between the district objectives and the school site level improvement objectives sustains the culture of accountability, responsibility, and ownership for continuous improvement that permeates the district at all levels. While surveys indicate support personnel are aware of school mission, one noted area of needed improvement is to ensure that every school has an aligned mission and vision statement clearly stated and communicated to all stakeholders. Although the majority of sites communicate their purpose through their individual website, faculty handbook, student planner, and team/department level handouts, the district has found room for improvement in communicating a clear purpose.

Embedded within the district's Strategic Plan are the values and beliefs that bolster the vision and mission: Achievement, Respect, Effective Communication, Accountability, Equality & Opportunity, Continuous Improvement, Family and Community Engagement, and Citizenship. The shared values and beliefs are evident in the reformed evaluation system of the Empowering Effective Teachers initiative which supports a culture based on high standards, effective instructional practices, and sustained continuous improvement of academic achievement. Leadership at all levels participate in the continuous improvement process. Dashboards have been developed that make data quickly available to facilitate monitoring and allow district and school staff to provide meaningful and timely feedback to adjust instructional and support practices. A district strength is its success in removing barriers to challenging, equitable education programs that include achievement of learning, thinking and life skills. HCPS is a Choice district and provides many paths to success for all students. The District removed barriers for underserved students to participate in Advanced Placement (AP) classes. Advancing Via Individual Determination (AVID) students receive the support needed to enable them to achieve individual excellence.   Whether the need is specialized programs or specialized assistance, HCPS engages in an ongoing targeted effort to meet the challenge of decreasing achievement gaps and supporting all students.

Clear understanding and communication to all stakeholders of the mission and vision statements, coupled with firmly established values and beliefs about teaching and learning, have enabled HCPS to maintain its focus on student-centered continuous improvement.

Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.	•Professional development plans •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks •School Board Membership - http://www.sdhc.k12.fl.us/policymanual/detail/6 Bylaw 0116 - http://www.sdhc.k12.fl.us/policymanual/detail/3	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	•Governing authority training plan •Historical compliance data •Governing code of ethics •Board Agenda 1/28/14 - http://www2.sdhc.k12.fl.us/BoardAgenda2010/Shared/CoverPrint.asp?AICS_ID=14977 Bylaw 0120 - http://www.sdhc.k12.fl.us/policymanual/detail/4	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	•District strategic plan •Examples of school improvement plans •Social media •Survey results regarding functions of the governing authority and operations of the district	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of decisions aligned with the district's strategic plan •Professional development offerings and plans •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the district's purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	•Examples of stakeholder input or feedback resulting in district action •Copies of surveys or screen shots from online surveys •Survey responses •Communication plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Job specific criteria	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The School Board of Hillsborough County, Florida consists of seven elected members and the Superintendent of Hillsborough County Public Schools (HCPS) who serves as the secretary and executive officer. The School Board establishes policies and supports practices that ensure effective administration of the system and its schools. It ensures that the leadership, at all levels, has the autonomy to meet goals for achievement and instruction, and to manage day-to-day operations effectively. Responsibility for the administration and management of the schools and for the supervision of instruction in the District is vested in the Superintendent, as the secretary and executive officer of the Board. The School Board operates responsibly, functions effectively, and aligns decisions and actions with defined roles and responsibilities as reflected in School Board public meetings and workshops. Members have a written and web-accessible policy handbook to guide its decisions and actions. The dedication of the Board to their defined roles and responsibilities is indicated by their ongoing open workshops to examine their Way of Work (2.2A). A process is incorporated within the Bylaws to ensure that Board members remain free from conflicts of interest as they pursue their responsibilities. Within its purvey of effective operation of the school district, Board policy sets forth clear direction and oversight of all aspects of fiscal management from records to contracting to purchasing, payroll and audits. This process is bolstered by the annual ethics training that is part of each Board member's responsibility. In addition to ethics training, Board members participate in in components of professional development offered through Florida School Boards Association, Certified Board Member program with one member currently attaining renewed certification and another working toward certification. Professional development is an area of potential expansion as previously certified Board members retire and newly elected members pursue certification.

All district divisions in HCPS work within the structure of the Board approved Strategic Plan to develop objectives, measures, target outcomes and data sources to monitor attainment Strategic Plan goals. Principals are tasked to provide leadership in the development or revision and implementation of a school improvement plan, and work collectively with instructional staff to set goals appropriate to the needs of students in the school. Monitoring of and support to schools are provided by Area Leadership Teams with members from Administration, Curriculum, Student Services, and Professional Development. To bolster success at all levels, School Board Policy ensures that the District maintains a coordinated system of professional development that includes an Individual Professional Development Plan for administrators and instructional personnel that complies with the Florida Professional Development System Evaluation Protocol Standards.

Collaboration across all levels bolsters the ability of the Board governance to foster a culture consistent with the continuous improvement necessary to hold students to high standards in all curricula. Guided by the Board approved, data driven strategic plan, both personnel and students are held to high standards. Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. Supervision and evaluation are student focused. Both the administrative and instructional evaluation rubrics include student achievement as the most weighted measure. The improvement of professional practice is the focal point of supervision and evaluation and is a consistent and regularly implemented process which includes a blend of formal and informal observations, as well as a continuous look at student outcomes. Achievement of the student centered Strategic Plan goals is documented for all departments and all personnel levels.

Innovation is supported through programs offered to students in order to expand their academic horizons, and to teachers to expand their professional horizons. Leaders and staff throughout HCPS use data to align their decisions and actions toward continuous improvement. While an internal sense of collective accountability could be more strongly developed, district divisions and individual school sites are strongly aware of their data driven accountability. Board members expect to see improvements in student achievement and perceive potential barriers as challenges. Community outreach is perceived as a support to meet challenges and attain school improvement goals as the Board engages stakeholders effectively in support of the District's mission and vision. The School Board models the continuous improvement process as policy revisions respond to demonstrated student need.

The School Board of Hillsborough County in Florida governs the 8th largest school district in the nation. The sole focus of this governance is the education of all students. It is the Board's adherence to this focus that strengthens district culture and fosters the system's effectiveness that ultimately leads to student success and performance.

Teaching and Assessing for Learning

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	•Learning expectations for different courses and programs •Course, program, or school schedules •Course or program descriptions •Survey results •Lesson plans •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Enrollment patterns for various courses and programs •Descriptions of instructional techniques •Example of Student Progression Plan: http://www.sdhc.k12.fl.us/doc/list/elementary-education/documents-forms/18-84/	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Example of Pacing Guide for 8th grade math curriculum: Document found in Ideas/Instructional/ELA/Middle School/SBLA Grade 6/Curriculum Guides and Pacing Assessment and Testing Calendars	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Interdisciplinary projects •EET Rubric Domain 3 Lesson plan from CTE	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Documentation of collection of lesson plans, grade books, or other data record systems •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success •EET Rubric Fall Evaluation Memo 2015 Important Dates Teacher Evaluation Inquiry Report Classroom Observation Summary Stocktake	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Evidence of informal conversations that reflect collaboration about student learning •Examples of improvements to content and instructional practice resulting from collaboration •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects •Agenda for Board Meeting covering early release bell schedule Proposed Bell Schedule	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Achievement Series and Dashboard screenshots	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	•Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •TIP Information Packet Four Day Agenda New Teacher Orientation Topics New Teacher Orientation Attendance Pipeline	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	•Examples of learning expectations and standards of performance •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Samples of exemplars used to guide and inform student learning •Strategic Plan Core Values Community Involvement Commitment Parent Involvement Opportunities MySpot PPT Parent Resource Guide Parent Resource Guide in Spanish District website link to Superintendent's Standards Information Meetings for Parent-Video	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •Master schedule with time for formalized structure •Guidance Plan Brochure Student SCIP results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample communications to stakeholders about grading and reporting •District quality control procedures including the monitoring of grading practices across all schools •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting •Student Handbook, pg 50	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •District quality control procedures showing implementation plan for professional development for district and school staff •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and district purpose and direction •Strategic Plan page	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •RtI/MTSS System to ensure quality instruction for all students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Hillsborough County Public Schools' (HCPS) curriculum, instructional design, and assessment practices guide teacher effectiveness and student learning across all grades and courses. There is a comprehensive assessment system based on clear performance measures for both students and instructional personnel.   A collaborative, ongoing process for continuous improvement engages all aspects of the system in sustained efforts to realize the vision of becoming the nation's leader in developing successful students.

HCPS actualizes its mission and vision through an extensive infrastructure that supports the interrelated systems that facilitate teaching and learning in the district. Rigorous curriculum has clearly defined expectations that adhere to Florida's Next Generation Sunshine State Standards with each course benchmarked to align with standards. The District's Comprehensive Research-Based Reading and Literacy Plan, comprehensive math plan, K-12 science plan, social studies plan, and 6-12 College & Career plan, together with grade level pacing guides and the pupil progression plan are the roadmap for successful learning. Magnet schools provide challenging and interest-based learning experiences through a lottery selection to allow for equitable opportunity for all students. Virtual school, choice opportunities, and career/technical pathways also provide varied learning experiences to ensure each student has equitable and challenging opportunities to develop the learning skills needed to meet rigorous expectations. A multi-tiered system of support - the Response to Interventions (MTSS/RtI) framework - assists each student with increasing levels of intensity, driven by specific data. Students receive both academic and behavior support along a continuum of services developed with the student's parents and a team of teachers, social workers, psychologists, guidance and administrative personnel.

The district strives to provide curriculum that challenges and develops thinking skills that lead to the next level through thoughtful and purposeful instructional designs that meet the needs of each student. HCPS shares data and student progress with parents and strives to engage families in meaningful ways in the educational process. Parent and Community Involvement is one of the core values that supports the vision and mission. Information is available in Spanish and English on the school system website and a cadre of translators are ready to assist with other foreign languages. Parent University is a partnership between HCPS and the Alliance for Public Schools. Parents participate in informational sessions on varied topics that support the academic life of children in kindergarten through 12th grade.

Communication between school and home is streamlined through Edsby, the District's electronic gradebook system, where parents can check assignments and communicate with teachers; and mySPOT, which connects parents of secondary students to a single hub of information that supports academic achievement and social growth. Many additional opportunities are available through conference nights, open houses and guidance support. The annual School Continuous Improvement Plan (SCIP) survey indicates that the majority of parents are comfortable with free access to their child's academic progress. Although this survey also indicates that the majority of students feel that there is an adult at their school with whom they can talk, the District has recognized that this is an area that could be strengthened and improved upon. Formal structures that form opportunities for staff and student interaction in order to help increase academic success are not universal across the district. Consequently, HCPS has built anti-bullying procedures within the system and has seen growth in the reporting of bullying incidents. However, student surveys indicate that peer respect is still an issue.

Across the scope of the varied learning opportunities common assessments ensure that like courses have equivalent learning expectations with a Student Progression Plan that delineates progress toward the next level. Assessments, aligned with the instructional pacing guides and focus calendars used for each course, provide actionable information to teachers, administrators, and curricular experts. Teachers across the system use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. To ensure that students' grades accurately reflect their performance and achievement, processes are guided by a set of board-approved policies, standards, criteria and procedures. These policies and procedures provide a road map and establish expectations and practices. Formative assessments combined with summative state assessment data (e.g., FCAT, EOCs) and national and international assessments, such as AP Examinations, PSAT, SAT, and ACT scores, IB Examinations, NAEP, TUDA, also provide data that monitor the efficacy of the curriculum. Electronic tools allow teachers, administrators and district personnel to synthesize data for meaningful analysis and data driven instructional revision. The instructional evaluation system examines professional practice through formal and informal observation that monitors the fidelity of curriculum delivery and differentiation of instruction to support student learning. Observation is grounded in the research-based Charlotte Danielson rubric.

The integration of student achievement and teacher evaluation data collection from classroom, school-wide, and district-wide fuels the continuous improvement process and enables the system to operate as a collaborative learning organization through structures that support improved instruction and student learning at all levels. Data flows throughout the system based on the integration and overlap of structured, collaborative groups that meet at district, area, and school levels. System and school leaders monitor and support the improvement of instructional practices of teachers through supervision and evaluation. Formal observation cycles for both veteran and beginning teachers consist of three parts: 1) a face-to-face pre-conference, 2) classroom observation, and 3) a face-to-face post conference. The post conference format has a "Next Steps" action to guide the teacher to improved practice which can include defined professional development. Ongoing data collection during the school year drives the formation of Professional Learning Communities which can cross grade levels and content areas depending on the needs of each school.   All staff members participate in a continuous program of professional learning that is based on assessment of the system's needs such as revised standards or cross district data and individual data from teacher observation. The professional development system follows the Florida Professional Development System Protocol and was evaluated by the state and received high ratings in all areas. Course offerings in HCPS are comprehensive with 23,767 different participants completing one or more of the 7,101 different course offerings during the 2013-2014 school year.

The extensive professional development and mentor/coaching support build the capacity of teachers throughout the district to engage students through instructional strategies that ensure achievement of the learning expectations. Lesson plan templates reflect the strategies that require student collaboration as well as the development of critical thinking skills and content integration. The monitoring of student engagement is reinforced through the classroom observation instrument domains 3 A: Communicating with students, 3B: Using Questioning and Discussion Techniques, and 3C: Engaging Students in Learning.   Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning. HCPS has a robust teacher mentoring and support program--Empowering Effective Teachers (EET)--which has gained attention nationwide for its comprehensive approach to teacher

mentoring and evaluation. All instructional personnel are involved in systematic mentoring, coaching, and induction programs. New Teacher Orientation takes place prior to the start of the school year and pairs new teachers with veteran teachers to receive training in classroom management, planning, ethic, policies and procedures. New teachers have full time master teachers as mentors for two full years. All teachers are supported by a comprehensive evaluation system that is includes peer and administrative observation and conferencing. In addition, HCPS has an equally comprehensive support and mentoring program for administrators, the Hillsborough Principal Pipeline which includes an extensive preparation and mentoring process that begins with teachers who are potential school leaders, moves on to assistant principal internships and appointments and culminates with a two year principal induction program for new principals.

Most teachers implement the system's instructional process of continuous improvement that informs students of learning expectations. Teachers at all levels use Edsby, the electronic gradebook, to communicate with parents and students. Supervisors pre-populate the gradebook with formative and other standardized assessment information so that a uniform standard can be used to compare student progress. Students and parents can maintain email contact with teachers about grades and student progress, and teachers can send email reminders and curriculum information directly to students and parents. Through the EdConnect portal and dashboard, teachers can view formative and summative data aggregated by class to identify trends and adjust instructional strategies. Training occurs to enable teachers to have data chats with parents.

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 3.62

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Clearly defined policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs.	•Survey results •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools •Data on numbers of teacher applied/attended to Teacher Interview Day and number of teachers hired as a consequence of it Copy of district staff input survey who attended Teacher Interview Day Retention stas on teachers and staff Copy of teacher career ladder, FLA, and Principal Pipeline	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	•Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district •July 2014 budget presentation at School Board meeting Copies of college vouchers for dual enrollment students showing materials purchased from campus book stores Grant & Research Operations page on website	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes •Example school records of depreciation of equipment •District policy on bullying and Harassment link to website	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has clearly defined policies and procedures for strategic resource management. The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.	•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan •Survey results •Policies, handbooks on district and school facilities and learning environments •Latest School Plant Survey Five Year Plan Project Tracking System with example of execution progress Example of a site's inventory system	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. The system designs, implements, and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school, and system personnel in learning about the tools and locations for finding and retrieving information.	•Evaluation procedures and results of education resources •Survey results •District education delivery model intended for school implementation including media and information resources to support the education program •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Job description of Media Specialist on website http://www.sdhc.k12.fl.us/doc/list/library-media-services/documents-forms/69-267/ Cybercat link - http://www.sdhc.k12.fl.us/doc/list/library-media-services/resources/69-266/ Virtual Library axis 360 system - http://www.sdhc.k12.fl.us/doc/list/library-media-services/resources/69-266/ Gale Resources for teachers link - http://galesites.com/k12/admin_thcsd	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment, and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	•Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •Survey results •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Assessments to inform development of district and school technology plans •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff •District Technology Plan EdConnect link IPT Tool Student Digital Resources on main website Information Technology page link - http://www.sdhc.k12.fl.us/departments/90/information-technology/about/ Link to website Ties Between Instruction and Technology - http://www.sdhc.k12.fl.us/departments/33/assessment-and-accountability/about/	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •Social classes and services, e.g., bullying, character education •List of support services available to students •Link to district website on MTSS resources for parents in Spanish and English Link to District page on Ensuring Quality Instruction and resources for Tier 2 and Tier 3 Link to District web page on Supporting the Needs of Students with Disabilities Link to District web page on Preparing Successful, Bicultural English Language Learners Link to FMHI training page - http://home.fmhi.usf.edu/training/	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •District quality assurance procedures that monitor program effectiveness of student support services •Description of referral process •Example of a student's Guidmii dashboard available for students and parents for career planning Brochure explaining the referral process - http://www.sdhc.k12.fl.us/doc/1070/psychological-brochure Brochure detailing the framework and the process of referring students to Tier 3 services - http://www.sdhc.k12.fl.us/doc/285/rti-doc-4 EET Eval rubric for guidance counselors, psychologists, and social workers Full Service Center: Providing Services to Families website page	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Recognizing that no amount of innovation or systemic change can overcome the liability of an ineffective teacher, recruiting and developing great teachers and leaders has been a number one priority. By participating in the Urban Schools Human Capital Management Academy, an initiative for human resources reform, Hillsborough County Public Schools (HCPS) interacts with nine other large urban districts and a Human Capital Partner with expertise in human resources. While yet in its infancy, HCPS is developing a process to use educator effectiveness, as determined by our evaluation systems, to support the eight key areas of human capital decisions as depicted in the Academy model. HCPS seeks diverse and qualified candidates through varied outreach initiatives. An online application system pre-screens all applicants. The district has Human Resource (HR) Partners liaise between school sites and HR, to align the best matches between personnel and school cultures. Teacher Interview Day in HCPS occurs for potential candidates who have completed their online

applications and annually hires 250-300 teachers. HCPS has devoted resources to create systems that support the processes to recruit, employ and retain a sufficient number of qualified professional and support staff. The Lawson Talent Management System is made up of seven distinct, inter-related applications. These applications include features such as competency repositories, global employee records, and enhanced onboarding support. The software suite can also help evaluate and measure workforce performance, manage compensation (including performance awards), and create alerts when employees are ready for progression or at risk of leaving.

Through prudent resource management, HCPS maintained staffing levels and did not implement furloughs or layoffs during the economic downturn of the last five years. Fiscal resources in HCPS are focused on providing excellence in education to the more than 200,000 students who attend district schools. Of all district dollars, 94.89% are spent on school level services. HCPS is one of the only large Florida districts to meet the constitutional requirements of the state's Class Size Amendment every year, which limits the amount of students in a class. Instructional time for teachers is prioritized as stated in teacher contract and surveyed for fidelity. HCPS implemented an eight hour day for all teachers to allow time for professional development, data chats, and planning. With a focus on continuous improvement, the district increased the instructional day to 8 hours to allow time for planning and collegial professional development and instituted early release days to provide for focused, school-based professional development.

Over time, HCPS has built an extensive system to coordinate and evaluate the effectiveness of all facets school management. Valid measures are in place to provide continuous tracking of school equipment to ensure students and teachers have access to necessary equipment, and online maintenance requests facilitate quick repair turnaround. A conference area supports Title I schools with property. Facility maintenance is also part of a coordinated system maintaining educational facilities which support student learning through a safe, clean, and healthy environment. There is an online work order system that tracks completion time and logs all follow up visits. Personnel are surveyed annually to determine satisfaction.

Instructional resources are coordinated and evaluated to support the district's commitment to continuous improvement. All students and personnel have access to an exceptional collection of media and information sources with a certified media specialist in each elementary, middle, and high school. The district's management system, Symphony by SIRSI DYNIX, is used by media specialists to circulate the three million books currently in the system and provides feedback not only on the number of books circulated but also which books are most circulated and which are underutilized. A virtual library serves both professionals and students, and myON and Axis 360 digital reading platforms enable K-12 students to read and engage with digital texts. HCPS also has focused resources on a systemic process to determine the physical, social and emotional needs of all students and programs to meet the needs of these students with a Multi-Tiered System of Support/Response to Intervention (MTSS-RtI) process. MTSS-RtI provides a framework for evidence-based instructional and intervention supports to be delivered at increasing levels of intensity in a 3 tiered model. This three tiered process incorporates a data driven problem solving process for ensuring quality instruction and school-wide behavior supports are delivered to ALL students. English Language Learners, Students with Disabilities, Homeless students as well as students with health needs are supported through this system. Currently, the district does not have strong interoperability for the data that derives the MTSS/RtI process and partners with the Florida Mental Health Institute to track the efficacy of interventions. Internal systems improvements are planned with support from grant funds. To further strengthen the MTSS/RtI support system, each school has full time, certified guidance counselors and an extensive network of psychologists and social workers to work directly with school sites. HCPS Schools serves over 29,000 students with disabilities, in over 250 schools. The continuum of services for most of these students can be provided in their neighborhood school. Each of the eight Area Offices has an ESE Team which offers support and assistance to school staff and parents.

Technology infrastructure has been steadily built over time with grant funding that aligns with the district purpose and direction. This infrastructure touches all aspects of teaching learning and operational needs. Currently, teacher effectiveness data, including student achievement, for more than 12,000 teachers, is linked to performance pay, career ladder opportunities, professional development, and non-renewal. Teachers have access to their students' standardized achievement, attendance, and discipline data through an online data

dashboard; principals can view that data across classrooms in their school through their own dashboard access point. HCPS has a technology plan that includes a needs assessment process and aligns the district strategic goals and objectives to available technologies and resources. HCPS has developed informative dashboards and the electronic conversion of many processes such as the Individual Educational Plan (IEP) and the Instructional Planning Tool. The Digital Classroom Plan was recently approved by the School Board and will move the district further toward accomplishing Strategic Plan goals in a 21st Century environment. Research and innovation has initiated the planning for Bring Your Own Device (BYOD) implementation and the 1:1 transformational learning environment. Fiscal workshops and the summary of available expenditures support the planning process. A highly qualified technology support staff is dedicated to meeting the teaching, learning, and operational needs of all stakeholders.

The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities and other strategic system components. The Facilities Division completes a comprehensive School Plant Survey every five years that assesses and forecasts renovation, remodeling, and new facility requirements. New school sites are included in the survey in response to forecasted population changes. Updates to the survey are accomplished when conditions change.

All systems in the district report measured results in the Strategic Plan which are reviewed by the district leadership in order to ensure support to its purpose and direction.

Using Results for Continuous Improvement

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

Overall Rating: 3.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •List of data sources related to district effectiveness •Survey results •Written protocols and procedures for data collection and analysis •Examples of changes to the district strategic plan based on data results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Policies and written procedures specific to data training	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Pupil Progression Plan Semester Exams and End of Course Data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•Minutes of meetings regarding achievement of student learning goals •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •Executive summaries of student learning reports to stakeholder groups	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The comprehensive assessment system developed by Hillsborough County Public Schools (HCPS) ensures consistent measurement across classrooms courses, and educational programs. Each formative and End of Course (EOC) assessment is consistent across content area -- in other words every 6th grade honors English student is taking the same assessment. We have standardized testing policies and procedures in place to ensure consistency in testing across and within schools. In order to ensure reliability and validity, the Department of Assessment, Accountability and Evaluation, through our Horatio Test Development Center, conducts psychometric analyses of all district-developed tests and works with the content supervisors when new items are generated for future assessments. The Supervisor of Data Analysis and the manager of Program Evaluation in the Department of Assessment, Accountability and Evaluation supervise the regular evaluation of programs for student impact using the comprehensive student assessment system. (i.e. Extended Reading Time, Ed-Venture,

Algebra Acceleration, Men of Vision, Title III, Title I, Homeless, Summer Reading).

To enable continuous improvement across all district divisions, HCPS has systematic procedures for collecting, and applying the data generated by the comprehensive student assessment system. Information is provided at all levels. Data collection from multiple sources such as the Teaching, Empowering, Leading, and Learning (TELL) survey, state test results, norm-referenced test results (SAT and EOC) provide a comprehensive picture of programs and conditions that support learning within district divisions and at school sites. District trends are analyzed within the Superintendent's cabinet and within divisions to problem solve and provide comprehensive support to the schools. The District Improvement and Assistance Plan (DIAP) reflects these trends. Schools analyze, collect and apply data information through the school improvement process. This process begins with a needs assessment that includes historical data that allows for comparison, but also provides for the school to plan for data checks throughout the school year to allow for analysis of trend data. The school improvement plan is completed as a response to the data and Individual Professional Development Plans are created by teachers to reflect the overall school goal and their own practices based on data available to them. The District has created a data "Dashboard" containing multiple data points, including student achievement, early warning system information (attendance, tardies, behavior referrals, suspensions), and Exceptional Student Education (ESE) information. State required assessment data (i.e. FCAT, FAIR, EOC) are housed in the Dashboard, along with data generated from HCPS monitoring academic progress (i.e. monthly on-demand writing, reading formative assessments). HCPS-generated assessments are monitored through the Department of Assessment, Accountability and Evaluation for both validity and reliability. For teachers this data is available at a classroom and individual level for their students. The collected data also directly supports individual students through the Multi-tiered System of Support/Response to Intervention process (MTSS/RtI). All components of student data are used by school Problem Solving Leadership Teams (PSLT) to provide interventions in response to the data driven student need.

Throughout the HCPS system, professional and support staff are trained in the interpretation and use of data. The Office of School Improvement, the Office of Assessment, Accountability, and Evaluation, and the Division of Academic Support and Federal Programs work together to train administrators and school leadership teams annually in order to assemble an effective team, involving all stakeholders, in creating and publishing school improvement plans. To ensure meaningful training and the cycle of continuous improvement, a survey is administered for feedback on the annual data training. All teachers receive data analysis training through Opening of School Data sessions at their school site. Site specific data is analyzed and disaggregated. To enhance this process, the HCPS Professional Development system offers multiple data courses that teachers have an opportunity to complete as part of their Individual Professional Development Plan (IPDP). HCPS also differentiates with additional data support when needed. For example, data coaches, who work with individual or small groups of teachers as they analyze school data, are available in Title I schools. Additional data training through our Title I Evaluator and data coaches has been provided for our Migrant program, our Extended Reading Time Schools, and STAAR (Students, Teachers & Administrators Achieving Results) school principals, along with many specific schools. The Empowering Effective Teachers Teacher Evaluation Rubric includes a specific reference to the use of data. Professional Learning Communities (PLCs) are a way-of-work in our district, focused on the use of data.

HCPS engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Our school improvement planning process addresses issues of readiness for the next level, including college and career readiness. Our pupil progression plan outlines clearly our expectations for student learning, including what is expected at the next level. As an example of how we support our students, we have a robust AVID (Advancing Via Individual Determination) program, designed to provide academic and social support for our students as they develop skills critical to be successful in progressing to college, especially those traditionally underrepresented. Another example of how we support our students is our GAPII program, targeting 10th and 11th graders for a one-week residential experience on the University of South Florida Campus. Through the District Improvement and Assistance Planning process we address a variety of data points, evaluate our results, and plan for improvement.
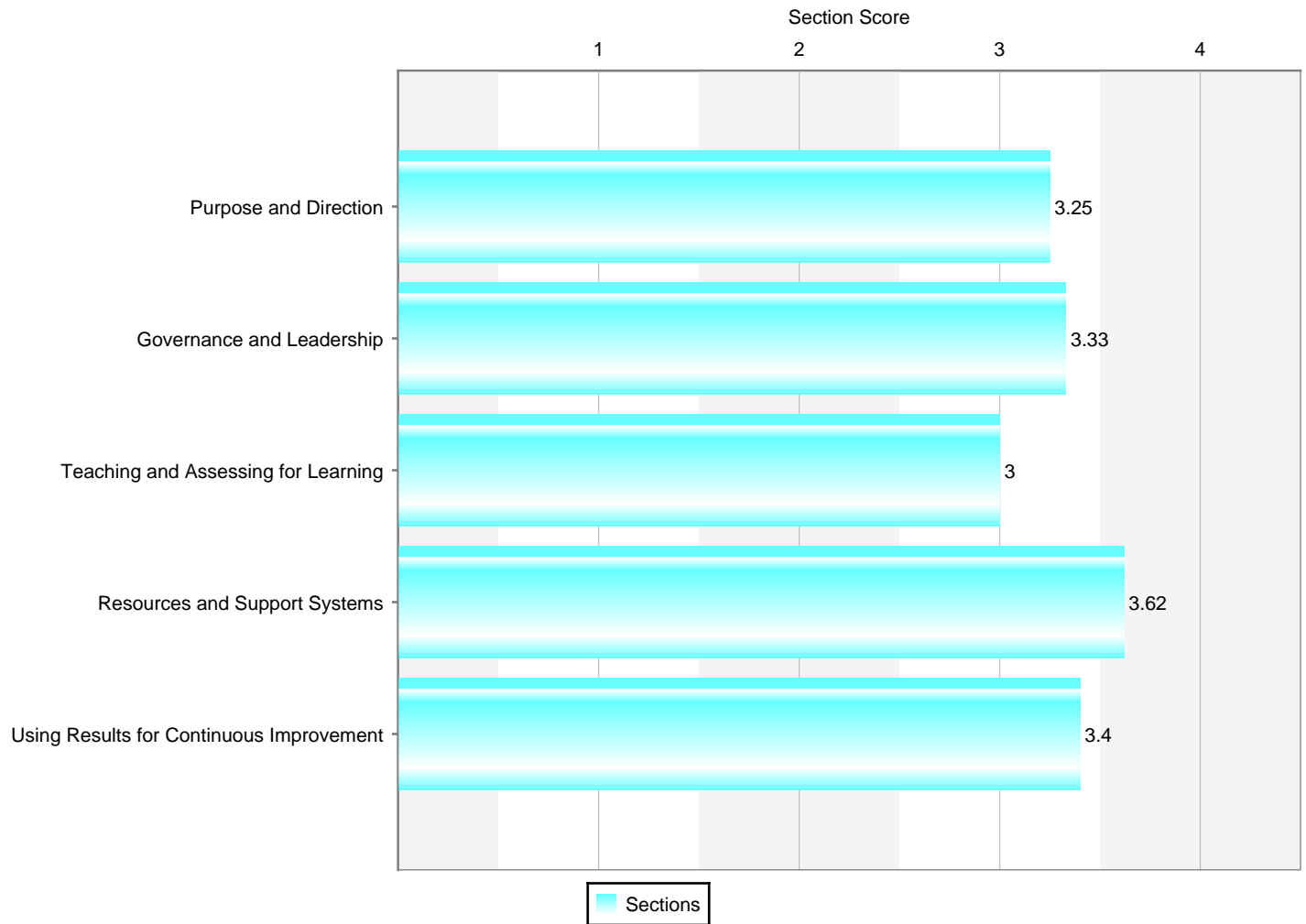
Supported by our Strategic Plan, HCPS monitors and communicates comprehensive information about student learning, school performance,

and the achievement of system and school improvement goals to stakeholders in a variety of ways. The public has access to all survey and performance data through our website. Also readily available is our District Annual Report. Both the School Improvement Planning Process and the School Advisory Council, that is central to that process, are an important way in which we include the public in our schools. School improvement plans include academic achievement data, early warning system data, as well as strategic goals and academic targets. School improvement plans, and the Comprehensive Reading Plan, are available on the Florida Continuous Improvement Management website with full public access. HCPS employees have access to comprehensive student data through the internal email system, available in various easily accessed locations, including academic data, survey data, and early warning system data.

HCPS is working to streamline the data management system to more efficiently support the effective use of data. While building a culture of reliance on data, HCPS has become so data rich that at times the sheer amount of it, and the variety of sources producing it, can make its use cumbersome. Efforts are currently underway to more effectively utilize our web-based platform, in order to house multiple data sources under a "single roof" in user-friendly formats for instructional leaders and other stakeholders.

Report Summary

Scores By Section

Section Score

Purpose and Direction	3.25
Governance and Leadership	3.33
Teaching and Assessing for Learning	3
Resources and Support Systems	3.62
Using Results for Continuous Improvement	3.4

Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All sections were completed and relevant reports were uploaded for review.	Stakeholder Feedback Report Student Survey Report for District Response Rate Trends Parent Survey Report for District Support Survey Report for District TELL Survey Report for District Student Survey Dashboard Parent Survey Dashboard

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The highest levels of satisfaction or approval were seen in the following areas/domains:

Parent Survey:

-School environment

-Communication

-Student learning

Student Survey:

-Teachers want students to do their best

-Family knows how student is doing in school

Support Survey:

-Proud to work at this school

-Working together for the good of students

TELL Survey:

-Overall rating of school as a good place to work and learn

-Professional Development

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The areas demonstrating increasing satisfaction or approval include:

Parent Survey:

-Communication

-Student learning

Student Survey:

-Perceptions of safety

-Teacher relationships

Support Survey:

-Learning environment

-Respect for support staff role

TELL Survey:

-All areas showed increasing stakeholder satisfaction compared to 2013 data

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings from these surveys are consistent with any other stakeholder feedback sources.   These include:

Parent Survey:

-Edsby Survey

-Feedback gathered during town hall meetings held by Superintendent

Student Survey:

-Focus groups conducted with students

-MET survey data

Support Survey:

-VAL-ED and AP survey data

TELL Survey:

-VAL-ED and AP survey data

-Teacher Evaluation data

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The lowest levels of satisfaction or approval were seen in the following areas/domains:

Parent Survey:

-Involvement in decision making and advocacy

-Parenting resources

Student Survey:

-Treating other students with respect

-Reporting sexually inappropriate behavior

Support Survey:

-Recognition and rewards from administration

-Concern from administration

TELL Survey:

-Provision of time

-Managing student conduct

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The areas demonstrating decreasing satisfaction or approval include:

Parent Survey:

-Addressing concerns in a timely manner

-Satisfaction with Edsby

Student Survey:

-Perceptions of safety

-Teacher relationships

Support Survey:

-Appreciation from staff

-Timeline information for support personnel

TELL Survey:

-All areas showed increasing stakeholder satisfaction compared to 2013 data

What are the implications for these stakeholder perceptions?

Implications of these stakeholder perceptions range from building level practices to district policy and procedure recommendations.

In general, there is a need for more deliberate attention to time for instructional and professional staff. This includes time for planning, collaboration, meetings and other interactions among faculty.

Among students, the survey data suggest that enhancing student-to-student interactions and instilling more tolerance for diversity and respect may be helpful.

Support staff data reveal that more opportunities for consistent feedback from administrators could help improve satisfaction.

Lastly, parents appreciate extensive channels of communication, but become easily frustrated when these do not work as expected or are unclear.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings from these surveys are consistent with other feedback sources as they relate to parent perceptions of Edsby, student respect for peers as described following recent focus groups, professional development needs assessments undertaken at both the district and site levels, as well as focus groups with support staff and teacher evaluation scores.

Report Summary

Scores By Section

Section Score
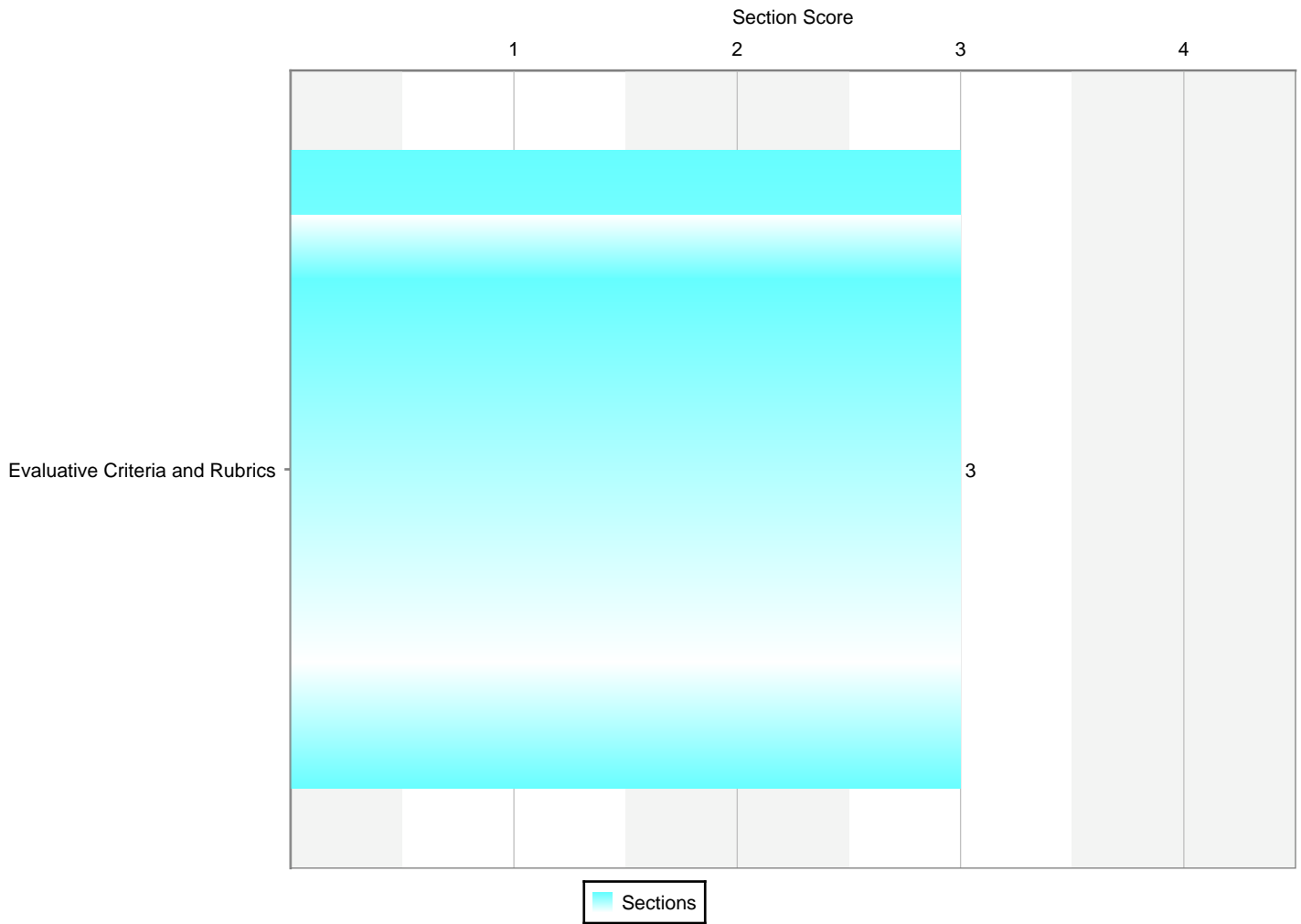
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Performance data for all students, subgroups, and schools are routinely analyzed and evaluated to determine what additional supports are needed. These supports may range from additional instruction and remediation to professional learning opportunities for staff.

In addition, the district measures its progress toward established AMO targets that reflect goals for each subgroup.

Areas where performance exceeds expectations include:

-EOC Algebra pass rates

-NAEP data for 4th and 8th graders

-Asian and White subgroup proficient on state assessments

-ACT scores

-Participation in AP and SAT testing

-3rd Grade Reading and Math FCAT Scores

-4th Grade Writing Scores

-8th Grade Writing Scores

Describe the area(s) that show a positive trend in performance.

Areas where a positive trend in performance can be seen include:

-SAT-10 performance in for students in grades 1-2

-FCAT Retake pass rates

-AFGR, Urban Institute, and Federal Graduation Rate

-ACT scores

-High School math proficiency among all subgroups

-Elementary and high school science proficiency by subgroup

Which area(s) indicate the overall highest performance?

Areas with the overall highest performance include:

-3rd Grade Reading and Math FCAT Scores

-4th Grade Writing Scores

-8th Grade Writing Scores

-AP pass rates

--White and non-low income student performance

-EOC pass rates

-NAEP data for 4th and 8th graders

-Asian and White subgroup proficient on state assessments

-ACT scores

Which subgroup(s) show a trend toward increasing performance?

Subgroups evidencing increasing performance include:

-Reading

--elementary African-American students

--middle grades African-American students

--high school African-American and Low-Income students

Math

--elementary Hispanic students

--elementary White students

--elementary non-low income students

-high school African-American, Hispanic, White, Low-Income, and non-low income students

Science

--elementary African-American students

--elementary Hispanic students

--elementary White students

--elementary Low-Income students

--elementary non-low income students

--middle grades African-American, Hispanic, White, and Low-Income students

--high school African-American, Hispanic, White, and Low-Income students

Graduation Rate

--African-American students

--Hispanic students

AP

-participation among African-American and White students

-pass rates for African-American, Asian, Hispanic, and White students

SAT

-increased participation among African-American, Hispanic, and White students

ACT

-increased participation among Hispanic students

Between which subgroups is the achievement gap closing?

The achievement gap appears to be closing between:

Reading

-middle school African-American vs. White

-middle school Low-Income vs. Non-Low Income

-high school African-American vs. White

-high school Hispanic vs. White

Math

-middle school African-American vs. White

-middle school Low-Income v. Non-Low Income

-high school African-American vs. White

Science

-elementary school African-American vs. White

-elementary school Hispanic vs. White

-middle school Hispanic vs. White

-middle school Low-Income vs. Non-Low Income

-high school African-American vs. White

-high school Hispanic vs. White

-high school Low-Income vs. Non-Low Income

Which of the above reported findings are consistent with findings from other data sources?

These findings are consistent with data from local assessments as well as national and international assessments. NAEP, TUDA, and district formative assessments demonstrate similar patterns among grades, subjects, and subgroups.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Areas where performance does not meet expectations include:

-secondary reading proficiency

-FCAT and NAEP science scores

-Minority graduation rates

-Minority pass rates for AP

-math growth from year to year in elementary and middle grades

Describe the area(s) that show a negative trend in performance.

Areas where a negative trend in performance can be seen include:

-SAT-10 performance in for students in middle grades

-Gains and proficiency in middle school and elementary reading

-Math gains from year to year

Which area(s) indicate the overall lowest performance?

Areas with the overall lowest performance include:

-4th and 5th grade FCAT math scores

-AP pass rates

-Hispanic and African-American student performance on state assessments

-elementary and middle school science proficiency

-middle school reading proficiency

Which subgroup(s) show a trend toward decreasing performance?

-Reading

--middle grades White students

Math

--middle school Hispanic students

--middle school White students

--middle school Low-Income students

--middle school Non-Low Income Students

Science

--middle school African-American, White, and Low-Income students

SAT

-African American mean total score

-Hispanic mean total score

-Low-Income mean total score

Between which subgroups is the achievement gap becoming greater?

The achievement gap appears to be widening between:

Reading

-elementary Low Income vs. Non-Low Income

Math

-elementary African-American vs. White

-elementary Low Income vs. Non-Low Income

-middle school Hispanic vs. White

-high school Hispanic vs. White

Science

-middle school African-American vs. White

Which of the above reported findings are consistent with findings from other data sources?

These findings are consistent with data from local assessments as well as national and international assessments. District formative assessments and data from the Broad Foundation demonstrate similar patterns among grades, subjects, and subgroups.

Report Summary

Scores By Section

Section Score
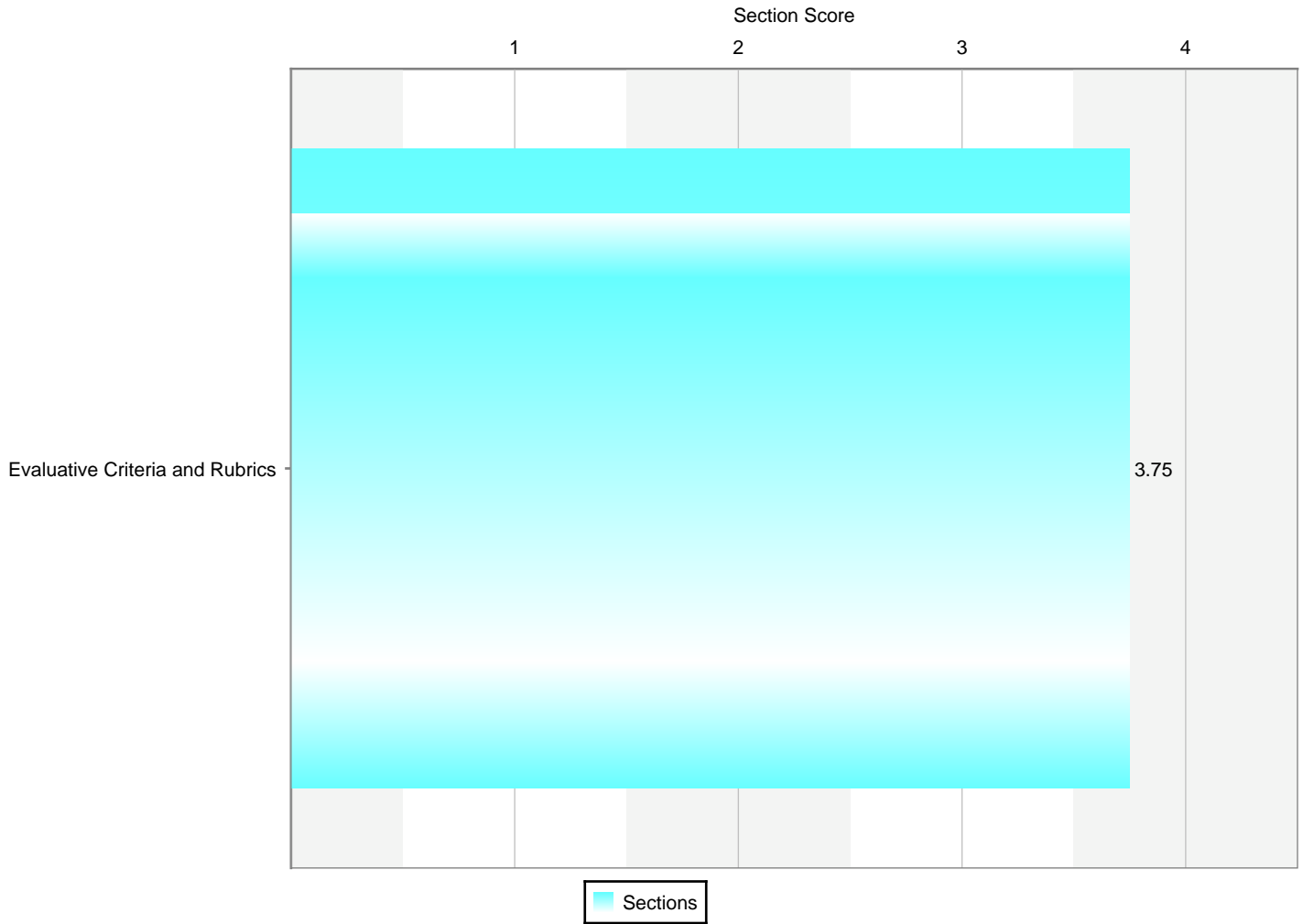
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes		