

Report of the External Review Team for Hillsborough County Public Schools

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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The AdvancED External Review Team for Hillsborough County Public Schools (HCPS) spent 3 ½ days in the school system from February 15 through 18. The team consisted of 36 External Review Team Members and two STEM Certification Reviewers. Fifty-two schools in HCPS received site visits by the External Review Team. Four of the schools received unannounced site visits. One school, Middleton High School, participated in the STEM Certification Review. School site visits were conducted for two days during the review and consisted of 2 - 3 External Review Team members at each selected school. Schools selected for the site visits were chosen based on factors such as demographics, student achievement, student population and school level.

The External Review Team Lead Evaluator, Dr. Mark Elgart, and one of the Associate Lead Evaluators, Dr. Veronica Harts, conducted a pre-visit meeting on October 6 with Superintendent Elia, Deputy Superintendent Jeff Eakins and District Accreditation lead contact, Dr. Dennis Holt. The External Review Team members participated in various web conferences that were held in January and February, 2015 in preparation for the External Review. The team engaged in an extensive review of documents such as the district's Accreditation Report and related information and evidence provided by the system on their District Accreditation web page <http://www.sdhc.k12.fl.us/doc/48/accreditation/about/about/>. The district's accreditation web page was

organized by Standard Indicators for the purpose of providing documentation to support the system's efforts to meet the AdvancED Standards for Quality. Evidence and documentation was organized and easy to access by the External Review Team members.

System and school leaders conducted the internal review with guidance from district leadership. The district and its schools completed all of the diagnostics (Accreditation Report) in preparation for the External Review in a timely manner. Please note that Nancy Bartels Middle School merged with Hilda T. Turner Elementary School to become Turner/Bartels K-8 School, the district's first non-magnet K-8 school in HCPS. Therefore, Nancy Bartels Middle School did not submit a school Accreditation Report. Individual school self-reported Index of Education Quality (IEQ) Domain scores are located in the Addenda of this report.

Hillsborough County Public Schools fully committed to the Internal and External Review process. To support the schools with the completion of their Self Assessments and diagnostics, the district hosted six "drop-in clinics" that were designed to help the schools to complete their Internal Review and Accreditation Report. All diagnostics for the accreditation External Review process were submitted in a timely manner. The district worked diligently to prepare for the team's arrival through their purposeful efforts to plan logistics to accommodate and support the use of the team's work time to efficiently complete the External Review process. The district organized artifacts in support of the AdvancED Standards and Indicators for the team's review via the District Accreditation web link <http://www.sdhc.k12.fl.us/doc/48/accreditation/about/about/>.

The External Review Team expresses its appreciation to the Hillsborough County Public Schools, staff and stakeholders for the warm welcome and gracious hospitality throughout the review. The team gives special thanks to the HCPS Board of Education, Superintendent MaryEllen Elia, Mr. Jeff Eakins, Dr. Dennis Holt, Ms. Sherry Ogden, the district leadership, principals, teachers, staff, students, parents and community members for their participation in the internal and external review.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Superintendents	1
Board Members	7
Administrators	338
Instructional Staff	275
Support Staff	35
Students	139
Parents/Community/Business Leaders	64
Total	859

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.31	2.69
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.33	2.55
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.06	2.54
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.67	2.70
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.56	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	2.14	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	3.06	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	2.53	2.97
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.	1.64	2.46
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.69	2.57
3.11	All staff members participate in a continuous program of professional learning.	2.53	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.17	2.63

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	2.56	2.67
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	2.36	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.08	2.14
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.19	2.45
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.	2.42	2.85

Student Performance Diagnostic

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

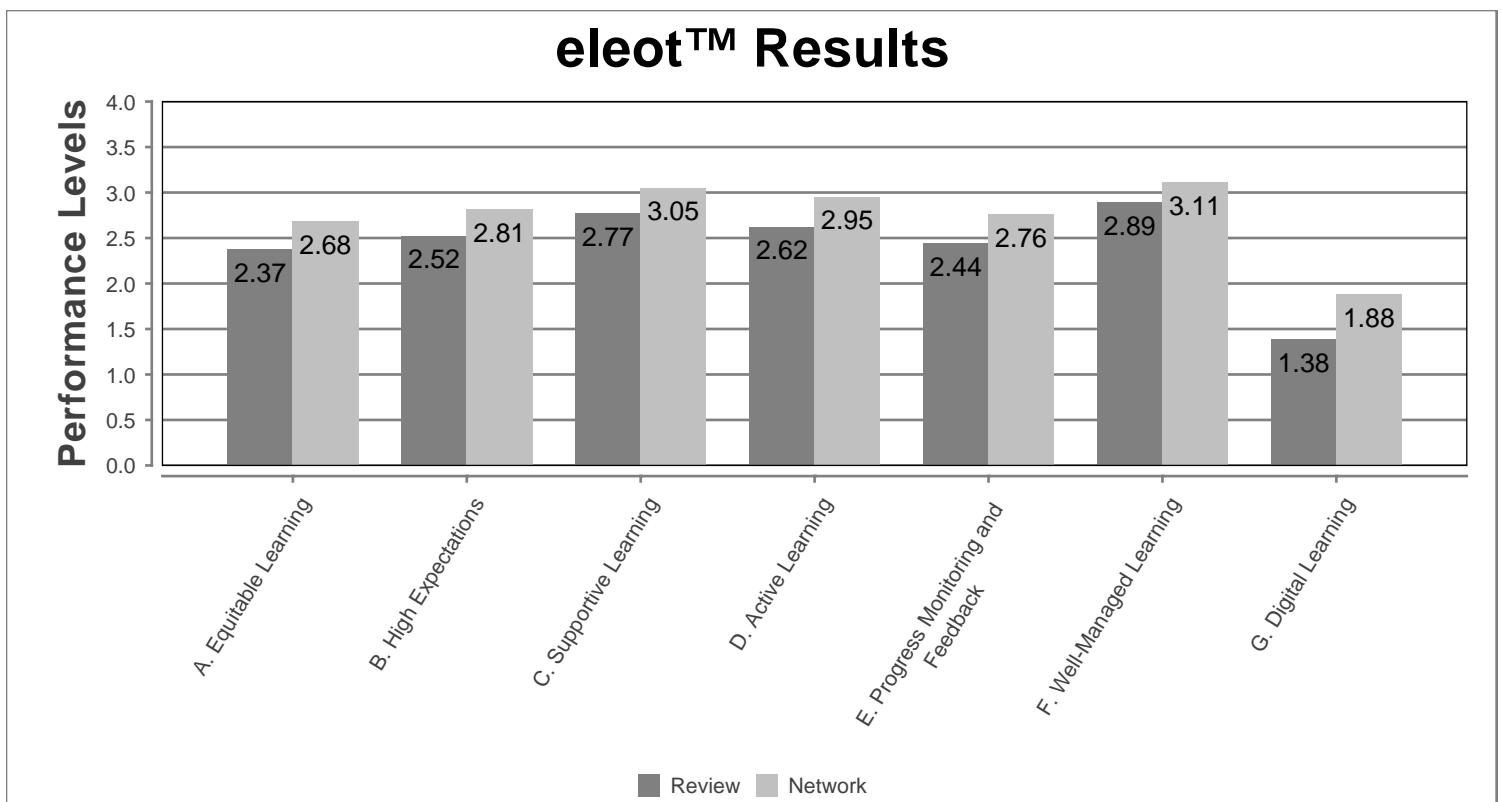
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.89	3.32
Test Administration	3.94	3.62
Equity of Learning	2.14	2.52
Quality of Learning	3.03	3.06

Effective Learning Environments Observation Tool (eleot™)

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

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



During the External Review, a total of 52 schools received site visits by the External Review Team. Four schools received unannounced site visits and one school, Middleton High School received the site visit from the STEM Certification Reviewers. A total of 600 learning environment observations were conducted using the Effective Learning Environment Observation Tool™ (eleot™).

The following schools were visited:

Monday, February 16

Doby Elementary School; Eisenhower Middle School*
 Knights Elementary School; Marshall Middle School
 Sickles High School; Sgt. Smith Paul R. Middle School
 Bloomingdale High School; Dowdell Magnet Middle School
 East Bay High School*; Rodgers Middle School
 Oak Grove Elementary School; Monroe Middle School
 Thonotosassa Elementary; Mann Middle School
 Muller Elementary School; Buchanan Middle School
 Summerfield Crossings; Randall Middle School
 Grady Elementary School; Wilson Middle School
 Caminiti ESE; Adams Middle School
 Grady Elementary School; Wilson Middle School
 Lopez Exceptional; Jennings Middle School

*Unannounced school visits

Tuesday, February 17

Fish Hawk Creek Elementary; South County Career Center
 Davis Elementary School; Alonso High School
 Hunter's Green Elementary; Hillsborough High School*
 Temple Terrace Elementary; King High School
 Wilson Elementary School; Strawberry Crest High School
 Chiarmonite Elementary; Robinson High School
 Steinbrenner High School; Walker Middle School
 Mintz Elementary School; Progress Village Magnet School
 Erwin Vocational/Tech School; Williams IB Magnet Middle School
 Willis Peters Exceptional School; Tomlin Middle School
 Simmons Career Center; Plant City High School
 Seminole Elementary School*; Ferrell Middle School
 Dunbar Magnet School; Jefferson High School

*Unannounced school visits

The system participated in the AdvancED STEM Certification Review during the External Review allowing one of its high schools, Middleton High School, to participate in the pilot. The pilot consisted of two STEM Certification Reviewers who evaluated the STEM program at Middleton High School. Middleton High School was awarded STEM Certification and will receive a separate STEM Certification Review report.

The following eleot™ Results Summary provide an overall view of the External Review Team averages for the environment areas as compared to the AdvancED Network Averages (AEN):

A. Equitable Learning Environment
 External Review Team Score - 2.37

AdvancED Network Average - 2.68

B. High Expectations

External Review Team Score - 2.52

AdvancED Network Average - 2.81

C. Supportive Learning

External Review Team Score - 2.77

AdvancED Network Average - 3.05

D. Active Learning

External Review Team Score - 2.62

AdvancED Network Average - 2.95

E. Progress Monitor/Feedback

External Review Team Score - 2.44

AdvancED Network Average - 2.76

F. Well-Managed Learning

External Review Team Score - 2.89

AdvancED Network Average - 3.11

G. Digital Learning

External Review Team Score - 1.38

AdvancED Network Average - 1.88

The highest eleot scores were noted in the Well-Managed Learning Environment (2.89) and Supportive Learning Environment (2.77). Three items within the Well-Managed Environment garnered ratings above 3.0 on a 4-point scale; item F1, "Speaks and interacts respectfully with teacher(s) and peers"; item F2, "Follows classroom rules and works well with others"; and F5, "Knows classroom routines, behavioral expectations and consequences." Comparatively, evidence from the 2013-14 School Climate and Perception Survey results from elementary students revealed that 37% of the respondents were either Not Sure or Disagree with the statement, "Students at this school treat others with respect."

The lowest eleot scores were in the Digital Learning Environment (1.38). Some students were observed in computer labs completing assessments. There were also some students observed in industry certification classes. Most students observed by the External Review Team did not use technology resources, including computers for research, gathering information, creating solutions or collaborating with their peers. The team did observe some students using scientific calculators for problem solving while other students were observed using their cell phones without oversight or specific guidance. The district recognizes their challenge to expand digital learning opportunities for all students. Consequently, the district recently development of a Digital Learning Plan.

Overall, student interactions within classroom learning environments were positive. Students were respectful to their teacher and peers and demonstrated familiarity with classroom expectations as evidenced by the Well-Managed Learning Environment score of 2.89. Students were provided support in their learning environment, and participated in class discussions by providing feedback to teachers and other students. Although there were pockets of deeper student engagement, most learners observed by the External Review Team were passive recipients of direct instruction. Ironically, in some schools, it was noted that while some students were actively engaged in their learning in higher-level classes with high expectations, other students at the same school in regular-level and/or lower-level classes were not engaged in their learning nor did high expectations for student learning appear evident. Differentiated learning activities within most of the learning environments observed were the same for all students. elect item A1, "Has differentiated learning opportunities and activities that meet his/her needs," was rated 2.21 on a 4-point scale.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.21	Has differentiated learning opportunities and activities that meet her/his needs	13.67%	27.17%	25.67%	33.50%
2.	2.89	Has equal access to classroom discussions, activities, resources, technology, and support	22.00%	49.00%	25.00%	4.00%
3.	2.80	Knows that rules and consequences are fair, clear, and consistently applied	19.17%	52.17%	17.67%	11.00%
4.	1.57	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	5.50%	13.00%	14.17%	67.33%
Overall rating on a 4 point scale: 2.37						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.78	Knows and strives to meet the high expectations established by the teacher	19.83%	43.33%	31.83%	5.00%
2.	2.79	Is tasked with activities and learning that are challenging but attainable	19.50%	45.67%	28.83%	6.00%
3.	1.98	Is provided exemplars of high quality work	9.67%	25.17%	18.83%	46.33%
4.	2.54	Is engaged in rigorous coursework, discussions, and/or tasks	15.00%	37.67%	33.83%	13.50%
5.	2.50	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	16.33%	34.00%	33.33%	16.33%
Overall rating on a 4 point scale: 2.52						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.91	Demonstrates or expresses that learning experiences are positive	23.67%	48.50%	23.00%	4.83%
2.	2.94	Demonstrates positive attitude about the classroom and learning	25.00%	48.67%	21.67%	4.67%
3.	2.71	Takes risks in learning (without fear of negative feedback)	19.33%	43.17%	26.33%	11.17%
4.	2.97	Is provided support and assistance to understand content and accomplish tasks	25.50%	49.83%	21.00%	3.67%
5.	2.34	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	15.50%	30.00%	27.17%	27.33%
Overall rating on a 4 point scale: 2.77						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.74	Has several opportunities to engage in discussions with teacher and other students	24.33%	35.00%	31.50%	9.17%
2.	2.19	Makes connections from content to real-life experiences	15.67%	24.50%	23.17%	36.67%
3.	2.91	Is actively engaged in the learning activities	27.83%	38.67%	30.33%	3.17%
Overall rating on a 4 point scale: 2.62						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.49	Is asked and/or quizzed about individual progress/learning	14.00%	37.00%	33.00%	16.00%
2.	2.61	Responds to teacher feedback to improve understanding	12.67%	44.83%	33.17%	9.33%
3.	2.70	Demonstrates or verbalizes understanding of the lesson/content	14.50%	46.67%	33.00%	5.83%
4.	2.04	Understands how her/his work is assessed	6.67%	28.17%	27.17%	38.00%
5.	2.39	Has opportunities to revise/improve work based on feedback	12.17%	37.33%	28.00%	22.50%
Overall rating on a 4 point scale: 2.44						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.21	Speaks and interacts respectfully with teacher(s) and peers	37.83%	47.50%	12.83%	1.83%
2.	3.14	Follows classroom rules and works well with others	33.33%	49.17%	15.50%	2.00%
3.	2.69	Transitions smoothly and efficiently to activities	26.17%	36.00%	18.17%	19.67%
4.	2.37	Collaborates with other students during student-centered activities	23.00%	26.17%	15.83%	35.00%
5.	3.05	Knows classroom routines, behavioral expectations and consequences	30.83%	46.83%	18.67%	3.67%
Overall rating on a 4 point scale: 2.89						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.48	Uses digital tools/technology to gather, evaluate, and/or use information for learning	7.83%	6.50%	11.17%	74.50%
2.	1.34	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	6.00%	3.83%	8.17%	82.00%
3.	1.33	Uses digital tools/technology to communicate and work collaboratively for learning	5.67%	3.83%	8.17%	82.33%
Overall rating on a 4 point scale: 1.38						

Findings

Improvement Priority

Analyze and use data, with fidelity, to identify and provide services, including “wraparound” services that support the unique learning needs of each individual student.

(Indicators 3.12)

Evidence and Rationale

According to the HCPS Accreditation Report, the system stated that professional and support staff members are trained in the interpretation and use of data through multiple avenues. Data coaches are present in Title I schools. Although evidence of various types of formative and summative data are plentiful, interviews with school leaders and teachers revealed inconsistencies in the use of the data to drive student learning and achievement. Furthermore, after conducting school site visits and stakeholder interviews, it was evident that while differentiated instruction was authentically taking place in some classrooms, most observations revealed that collectively, the practice was not evident across the vast majority of classrooms within the system. Item A1, “Has differentiated learning opportunities and activities that meet her/his needs” received an average observation score of 2.21 on a 4-point scale and revealed that this item was Very Evident/Evident in only 41% of classrooms observed by the External Review Team.

Additionally, survey results from the HCPS 2013-14 School Climate and Perception Survey revealed results whereby 75% of elementary student respondents agreed with the statement, “I am prepared for the future,” leaving 25% of students who were in the category of Not Sure and Disagree. Another area of noted student concern from the student survey was the statement “Students at this school treat others with respect.” A combined 37% of the students were in the categories of Not Sure/Disagree.

Critical to designing the differentiated instructional strategies required to address the learning needs of all

students, the district should ensure a formal process is employed with fidelity to analyze and use data to drive all instructional and service provision decisions at every school.

Improvement Priority

Design and implement comprehensive professional learning to build system-wide capacity to monitor, interpret, and adjust curriculum, instruction, and assessment in response to data.

(Indicators 5.2, 5.3)

Evidence and Rationale

While the district identified a process for analysis of data and frequent opportunities to discuss achievement, it was unclear that the process was systematic and systemic across all schools in support of improving instructional practices. The External Review Team through multiple observations, interviews, and document analysis noted there was limited evidence of a deep understanding of how assessment data drive instruction. eleot™ observations revealed minimal evidence of differentiated learning opportunities including activities that engaged students in their learning. A review of evidence provided by the system reflected examples of pacing guides and assessment schedules. The HCPS K-12 Testing Calendar provided a listing of summative and formative assessments mandated by the state of Florida as well as those given by the district. The HCPS TELL survey data regarding instructional practices and support revealed that 93% of “teachers use assessment data to inform their instruction,” however, interviews revealed an understanding by teachers of the need for data-based decision making, but lacked a systematic approach to analysis and application. Evidence revealed that an assessment system is in place whereby students are assessed frequently and data are abundant from multiple sources, however, most stakeholder interviews regarding the analysis of data lacked depth and did not result in meaningful adjustments to instructional practices in classrooms. During interviews, there were a limited number of stakeholders who articulated a deeper understanding of critical data such as subgroups, achievement gap, third grade proficiency, comparison and trend data. The Dashboard, a system-wide tool used by the district, school administrators and teachers, streamlines student performance data for “just-in-time” access and use.

In order to effect and ensure meaningful change in student success, systemic data-driven planning and problem solving from a range of data sources must be consistently employed within the examination of professional practices to support improvements in student learning and achievement.

Improvement Priority

Develop a formal plan that ensures an adult advocate for each student.

(Indicators 3.9)

Evidence and Rationale

The system self-reported Indicator 3.9 at a performance level rating of 2.0 in the Accreditation Report and stated this as an area of concern. Minimal evidence was found to support a formal framework that ensures there is a student advocate for each student in every school in the district. Although the district provides support staff such as social workers, school psychologist and school counselors, it was not evident that each student in HCPS was provided with an adult advocate. The School Improvement Plan survey results revealed

that while 75% of elementary student respondents agreed with the statement, “I am prepared for the future,” 25% of students were either Not Sure or Disagree. The survey results also revealed that 37% of elementary students were either Not Sure or Disagree with the statement, “Students at this school treat others with respect.” Ninety percent of the same elementary student respondents agreed with the statement, “There is an adult I can talk to at school if I have a problem.” Additionally, the system also self-reported that an area with low levels of satisfaction from the student survey was “reporting sexually inappropriate behavior.”

Every student regardless of the perceived level of success should be well known by at least one adult advocate who supports that student’s educational experience. Providing each student in every school with an adult advocate is critical to ensuring appropriate support, guidance, and assistance to maximize the K-12 learning experience.

Improvement Priority

Refine and systematically monitor high-yield differentiated instruction that provides engaging, rigorous and research-based instructional strategies resulting in improved student achievement.

(Indicators 3.1, 3.3)

Evidence and Rationale

HCPS offers various school choice options such as magnet school programs, Career & Technical Education programs, charter schools, traditional schools and a virtual school, which provide a multitude of learning environments for students. The system also provides differentiated levels of structured support for their schools and addresses student needs through the multi-tiered system of support. However, observations using the eleot revealed minimal evidence of differentiation and rigorous instruction for students within their learning environments. The Equitable Learning Environment yielded an average rating of 2.37 on a 4-point rating scale. Although some student engagement was observed in some of the classrooms, most of the students were observed in a passive role as recipients of direct instruction. Most of the learning activities students were engaged in within their learning environments were not differentiated for various learning styles. eleot item B3, “Is provided exemplars of high quality work” received an average observation score of 1.98 on a 4-point scale. Indicator 3.1 focuses on the system’s ability to provide learning experiences that are equitable and challenging for all students. The average rating from the External Review Team for this Indicator was 2.31 on a 4-point performance level rubric. Indicator 3.3 focuses on student engagement within their learning environment. The rating from the External Review Team was 2.06.

When instruction is authentically differentiated with fidelity, it focuses on individualizing students’ learning environment, content, process and/or products, based on the learners’ learning profile, readiness, or interests.

Opportunity for Improvement

Analyze and prioritize all current formative and summative assessments within the student assessment system to include uniform processes and procedures that inform instruction and support student learning.

(Indicators 5.1)

Evidence and Rationale

The External Review Team's overall rating on Indicator 5.1 was 2.56 on a 4-point performance level rubric. Although the HCPS K-12 Testing Calendar provided a list of summative and formative assessments mandated by the state of Florida as well as those given by the district, interviews with teachers and administrators revealed varied responses with regard to the understanding and use of the student assessment system. Over 50 assessment documents were uploaded in ASSIST to support Student Performance Data but an analysis explanation was not presented with most of these documents. The system did provide responses to the student performance analysis questions in the Accreditation Report identifying areas of notable achievement and areas in need of improvement but stakeholder interviews with teachers and administrators did not provide as much detail and depth regarding the student assessment system. The Dashboard, a system-wide tool used by the district, school administrators and teachers, streamlines student performance data for "just-in-time" access and use to support necessary adjustments for instruction. Although the system provided screen captures to explain the use of data by PLC's the documentation was not high quality evidence of support for Indicator 5.1.

A deep understanding of the comprehensive assessment system by stakeholders will ensure consistent measurements across all classrooms, courses, educational programs, and system departments that support student learning and guide continuous improvement.

Opportunity for Improvement

Integrate and monitor a comprehensive system-wide process to meaningfully engage, empower and communicate with families about their children's educational experiences and learning progress.

(Indicators 3.8, 5.5)

Evidence and Rationale

School Improvement Plans, the system and school Accreditation Reports, survey analysis results, and interviews with teachers and system administrators indicate pockets of effective family engagement exist within the district yet meaningful engagement was not pervasive across all schools. The district does provide various communication tools through the HCPS and school websites such as streamed Board of Education meetings, Video Gallery, MySpot parent portal, and parent notification system to name a few. Indicator 3.8 garnered a performance level rating of 2.53 and Standard Indicator 5.5 had an average of 2.42 from the External Review Team. Both scores were lower than the AdvancED Network average scores (Indicator 3.8 - AEN score 2.97; Indicator 5.5 - AEN score 2.85). These factors indicate potential for improvement.

Effectively engaging and communicating with families will build capacity system-wide to support and sustain ongoing continuous improvement efforts.

Powerful Practice

The Principal Pipeline provides the HCPS with a robust system to recruit, train, assign and grow leadership at all levels.

(Indicators 3.7)

Evidence and Rationale

Hillsborough County Public Schools is commended for sustaining its initiative in building leadership capacity across the district. The Principal Pipeline includes an extensive preparation and mentoring process that begins with teachers, who are potential school leaders, moves onto Assistant Principal internships and appointments and culminates with a two-year principal induction program for new principals. Interviews with Principals and Assistant Principals who have either completed the induction program or who are presently engaged in the program revealed the system provides continual support to its aspiring administrators. This level and depth of support has improved the quality of leadership with their instructional staffs.

Research overwhelmingly states that quality school leaders result in quality schools that produce higher student performance.

Powerful Practice

The mentoring of new principals, assistant principals and teachers ensures that their initiation into a new role and new system is successful.

(Indicators 3.7)

Evidence and Rationale

HCPS has an effective teacher mentoring and support program as evidenced through its new teacher orientation and Empowering Effective Teachers (EET) evaluation program. New teachers are paired with veteran teachers (mentor) and retain a mentor for two years. Support is provided from the mentor teacher in areas such as policies, planning, procedures, and classroom management. Over 800 teachers participated in the 2014 – 2015 New Teacher Orientation. Professional learning topics included student diversity, communications, and building high expectations to name a few. Interviews with district and school administrators and teachers expressed positive feedback regarding the EET program. They also offered suggestions to district leaders to continuously improve upon the training for peer evaluators.

Purposeful teacher mentoring and induction programs yield benefits such as increased teacher retention, promotion of personal and professional well being, and awareness and understanding of the systems vision for teaching and learning.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.39	2.67
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.	2.39	2.69
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.	2.42	2.87
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.11	2.64

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	2.69	2.96
2.2	The governing body operates responsibly and functions effectively.	2.44	2.99
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.	2.72	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.50	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.39	2.69

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	2.58	2.78

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	3.81	3.43
Stakeholder Feedback Results and Analysis	3.86	3.12

Findings

Improvement Priority

Actualize technical and instructional tools to create dynamic systems of support that focus on student achievement resulting in equitable educational programs that include active student engagement, a focus on depth of understanding and the application of knowledge and skills for all students and all subgroups. (Indicators 1.3)

Evidence and Rationale

In HCPS, the focus from the Empowering Effective Teachers (EET) is on the data about adults and how adults go about and do their work, not on the data about students. The district provides technical, instructional and structural tools such as The Dashboard, Edsby, and EdConnect to create dynamic systems of implementation and support; however, these are not actualized at maximum capacity for outcome driven approaches to change instructional practice to more effectively meet student needs and yield higher levels of achievement across all areas and all subgroups.

School improvement plans in many of the schools visited as well as other schools reviewed on the website do not show a clear monitoring process for continuous improvement focused on student outcomes on state

assessments and lack specific strategies to close the achievement gaps. Creating a culture of expectations for continuous improvement, from the district vision to the classroom, will effectively impact student achievement.

Improvement Priority

Design and implement comprehensive professional learning to build system-wide capacity to monitor, interpret, and adjust curriculum, instruction, and assessment in response to data.

(Indicators 5.2, 5.3)

Evidence and Rationale

While the district identified a process for analysis of data and frequent opportunities to discuss achievement, it was unclear that the process was systematic and systemic across all schools in support of improving instructional practices. The External Review Team through multiple observations, interviews, and document analysis noted there was limited evidence of a deep understanding of how assessment data drive instruction. eleot™ observations revealed minimal evidence of differentiated learning opportunities including activities that engaged students in their learning. A review of evidence provided by the system reflected examples of pacing guides and assessment schedules. The HCPS K-12 Testing Calendar provided a listing of summative and formative assessments mandated by the state of Florida as well as those given by the district. The HCPS TELL survey data regarding instructional practices and support revealed that 93% of “teachers use assessment data to inform their instruction,” however, interviews revealed an understanding by teachers of the need for data-based decision making, but lacked a systematic approach to analysis and application. Evidence revealed that an assessment system is in place whereby students are assessed frequently and data are abundant from multiple sources, however, most stakeholder interviews regarding the analysis of data lacked depth and did not result in meaningful adjustments to instructional practices in classrooms. During interviews, there were a limited number of stakeholders who articulated a deeper understanding of critical data such as subgroups, achievement gap, third grade proficiency, comparison and trend data. The Dashboard, a system-wide tool used by the district, school administrators and teachers, streamlines student performance data for “just-in-time” access and use.

In order to effect and ensure meaningful change in student success, systemic data-driven planning and problem solving from a range of data sources must be consistently employed within the examination of professional practices to support improvements in student learning and achievement.

Improvement Priority

Institutionalize a culture of continuous improvement that provides clear direction and transparency for improving conditions that support student learning at all levels of the system.

(Indicators 1.4)

Evidence and Rationale

The system has made attempts to implement a continuous improvement process that addresses some practices or selected needs related to student achievement. There appears to be limited consistent articulation of an improvement process; however, there is a need to synthesize, adapt, and align all elements of continuous improvement into a coherent and transparent process system-wide. Although the system is data-

rich, a systematic approach to analyze and communicate a broad range of data to identify goals for the improvement of conditions that support student learning is needed.

A comprehensive needs assessment is essential to fully identify the needs of subpopulations where achievement gaps exist and the process should be reviewed and evaluated regularly by multiple stakeholders. A system that provides a comprehensive and consistent continuous improvement process with a focus on results will positively impact achievement for all students.

Improvement Priority

Reframe and renew unity and commitment to a new and modern vision for the district that defines a commitment to ensuring every learner has the tools and resources to be prepared and ready for their future. (Indicators 1.1)

Evidence and Rationale

With the change in leadership, this is an opportune time for the district to implement a comprehensive, collaborative and transparent process to articulate a new vision, direction and expectations for student success that builds on the success of the recent past. During the review process there was evidence at various levels of the district that the system's vision for the future has lost its coherency and purpose in guiding the beliefs and actions of key stakeholders in the teaching and learning process. The Board and new superintendent have a significant opportunity to unify the district's stakeholders in the journey forward. It is critical that such a process authentically engage the community and provide a transparent and open process in establishing the new vision. The recent success of the district is a strong foundation of which to build future actions. The new vision and direction must clearly and decisively focus on the needs and expectations of the 21st century learner. The district's recent investment in building adult capacity can serve as a starting point to making an equal, if not greater, investment in every learner.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	2.86	2.98
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.64	2.98
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.03	3.05
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.67	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.64	2.82
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	1.81	2.64
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.	2.39	2.65
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.	2.56	2.64

Findings

Improvement Priority

Develop and implement a formal policy and plan to allocate the necessary resources, including appropriate professional development for teachers, to secure and deploy technology for student to use as a tool in support of their learning.

(Indicators 4.6)

Evidence and Rationale

The system indicated in the Accreditation Report and during interviews at the district office that they have made use of technology as a meaningful communication tool with parents. The parent portal, MySpot, enables parents to reach teachers in means that may not otherwise be possible. By reaching out to business partners and through the effective use of fiscal resources, a focus going forward needs to be on obtaining access to a tablet, laptop, or computer for every student. Hillsborough County Public Schools' 2013-2014 Technology Resource Inventory indicates that there are 50,000 district computers for over 200,000 students. The current District Technology plan clearly states that the district has put appropriate curriculum experiences in place to guide students in obtaining technology mastery. However, observations by the External Review Team showed little evidence of technology in the hands of students. Two percent of teachers have been trained on using technology to teach curriculum. Teachers at all levels would benefit from developing lesson plans to integrate technology into their curriculum as well as attending Intel's Teach to the Future classes.

Improvement Priority

Recruit, retain and grow the diversity of the teaching staff to reflect the demographic population of the students.

(Indicators 4.1)

Evidence and Rationale

The External Review Team noticed many talented teacher interns from the University of South Florida actively involved in classrooms. These interns, along with current teaching staff, often did not represent the diverse

population of Hillsborough County. Create a policy for recruitment and retention of underrepresented teacher candidates that includes joint commitments from several universities in order to pull a more diverse teaching staff to this school system. Students benefit from seeing role models that are like them in order to acquire the academic, personal, and social skills they need in a multicultural society. While infusing schools with a more diverse teaching staff benefits students and communities alike, targeting educators who have grown up in a diverse community will allow the teacher to identify with their students. Students tend to stay in school longer when they are able to relate to their role models.

Opportunity for Improvement

Distribute resources to ensure, where needed, that instructional supports are available throughout the system based on student performance results.

(Indicators 4.1)

Evidence and Rationale

Hillsborough County Public Schools has the unique ability to secure fiscal resources through grants and other avenues, yet interviews with teachers and system administrators show effective uses of instructional coaches and other resources were not available in every school. Instructional coaches lead the data-driven cycle of assessment, analysis, and action plan. This must be a priority for school-wide improvement and become a natural part of the schools' culture. School stakeholders would benefit from an annual data calendar, such as the HCPS K-12 Testing Calendar in which each school displays and refers to constantly, so that everyone in the school community—including students and parents—knows when important steps in the data cycle will take place. Even more powerful is the administrator's plan to set aside time for any professional development teachers need to succeed in each part of the data-driven cycle. A clear plan can create a sense of community, trust and support with teachers that professional development "will help us improve for our kids" and provide a learner-centric instructional setting.

Opportunity for Improvement

Ensure that educational environments throughout the system are maintained to optimize teaching and learning.

(Indicators 4.3)

Evidence and Rationale

Although most schools that received the site visits during the External Review were neat and orderly, there were some that were quite the opposite. The External Review Team noticed unkempt classrooms and common areas in some schools. Programs that stress respect for the environment and community in and around the school would greatly benefit student performance. By insisting on a positive learning environment, students may participate in the effort and become role models to their classmates. Teachers and administrators can ensure students take pride in their school and make every effort to maintain a safe and clean environment. Administrators can initiate an effort to provide student mentors on a rotating basis to remind them to keep the facilities clean.

Powerful Practice

The system demonstrates strong fiscal management including the ability to secure additional resources from

external sources and community partnerships.

(Indicators 4.1)

Evidence and Rationale

The system has been successful in securing fiscal resources through grants which have been used to assist with the implementation of effective programs. Empowering Effective Teachers (EET) and the New Teacher Orientation ensures that teachers are engaged in systematic mentoring, coaching and induction programs which set high expectations. The Teacher Induction Program (TIP), a mandatory two-year induction program for all teachers new to HCPS, continues to be sustained in the district. The Principal Pipeline is evidence that policies, processes and procedures are in place so the system and school leaders have access to hire, place and retain qualified professional and support staff which creates motivation to promote from within the district. HCPS participates in the Urban Schools Human Capital Management Academy, an initiative with expertise in human resources. Additional grant funds have been used to instigate the STEM program at George S. Middleton High School which, among other benefits, clearly engages students in problem solving and finding solutions.

Conclusion

The Hillsborough County Schools are at an important and critical crossroad in their journey towards excellence. The evaluation visit occurred at the pinnacle of a major decision by the Board of Education to change leadership of the district. Such a change can be a motivating force or a deterrent to continued progress. The process that the Board follows and its final decision will greatly influence the immediate work of the district as well as its progression towards future improvement over the next several years.

The journey forward must begin with a compelling vision and direction for the future. With the onset of selecting a new leader it is an opportune time to engage and embrace a community wide process led by the Board and new Superintendent to determine and articulate a new district vision, mission, core values, and strategic plan for the future.

At this critical crossroad the district also finds itself in the midst of a transformation that began several years ago. Although the district has experienced noteworthy improvement in student performance, the district current challenges include the ability to recognize, preserve, and institutionalize effective practices that have been developed and introduced in the past few years. The district's transformation must guide and support moving from innovating and implementing effective practice to institutionalizing such efforts; moving from a focus on adult development (e.g. Empowering Teachers, Principal Pipeline) to developing the 21st century learner; moving from the mechanics of continuous improvement to establishing and nurturing a culture of continuous improvement; and moving from empowering principals and teachers to engaging and empowering the learner.

The road just traveled by the district under the leadership of the previous superintendent realized very important results that should serve as the foundation for future success. Such efforts include:

INNOVATION. The development and implementation of a state-of-the-art evaluation system, Empowering Effective Teachers. The creation of the Principal Pipeline focused on recruiting, developing, and growing effective leaders. These innovations are critical attributes that can be leveraged by the district's effort to achieve greater success in the future.

LEADERSHIP. Innovation takes bold and stable leadership. The previous Superintendent demonstrated courage and conviction in improving teaching and leading in the District. Also, the District enjoys unparalleled stability in much of its workforce. Most principals and administrative leaders have come from the teaching ranks. In selecting its next superintendent the district must secure a leader that can work with a talented and dedicated workforce that is deeply committed to the future success of the district.

ADVANCEMENT. Although the journey is not complete, the innovations initiated by the district are producing intended results including improving student learning. The journey ahead must shift the locus of improvement from building adult capacity to improving learner capacity. Investments in the future for the today and tomorrow's learners will be key challenges for the district as it seeks to modernize and advance its tools and resources for every learner.

The district's journey towards excellence is paved with the success of the past and opportunity in the present.

As such, the Improvement Priorities can serve as a roadmap that forms a foundation for growth and improvement. The roadmap includes institutionalizing the initiatives that have been implemented in the past five years that have proven results. Additionally, the district must establish a vision for the district's future that ensures from the Board room to the classroom that every action is in support of achieving the expectations for student success. Such a vision must be coupled with a significant and sustaining investment in the learning needs and tools for the 21st century learner. The district has a significant challenge ahead to modernize its support for every learner. Meeting this challenge will be a critical ingredient in realizing success in ensuring that every learner is prepared and ready for their future.

Improvement Priorities

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

- Actualize technical and instructional tools to create dynamic systems of support that focus on student achievement resulting in equitable educational programs that include active student engagement, a focus on depth of understanding and the application of knowledge and skills for all students and all subgroups.
- Analyze and use data, with fidelity, to identify and provide services, including “wraparound” services that support the unique learning needs of each individual student.
- Design and implement comprehensive professional learning to build system-wide capacity to monitor, interpret, and adjust curriculum, instruction, and assessment in response to data.
- Develop a formal plan that ensures an adult advocate for each student.
- Develop and implement a formal policy and plan to allocate the necessary resources, including appropriate professional development for teachers, to secure and deploy technology for student to use as a tool in support of their learning.
- Institutionalize a culture of continuous improvement that provides clear direction and transparency for improving conditions that support student learning at all levels of the system.
- Recruit, retain and grow the diversity of the teaching staff to reflect the demographic population of the students.
- Refine and systematically monitor high-yield differentiated instruction that provides engaging, rigorous and research-based instructional strategies resulting in improved student achievement.
- Reframe and renew unity and commitment to a new and modern vision for the district that defines a commitment to ensuring every learner has the tools and resources to be prepared and ready for their future.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	258.94	282.79
Teaching and Learning Impact	253.70	274.14
Leadership Capacity	269.21	296.08
Resource Utilization	257.29	286.32

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

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

Addenda

Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
A.P. Leto Comprehensive High School	295.24	309.09	328.57	305.13
Adams Middle School	271.43	290.91	242.86	271.79
Alafia Elementary	314.29	336.36	300.00	317.95
Alexander Elementary School	390.48	400.00	371.43	389.74
Anderson Elementary School	319.05	372.73	342.86	338.46
Aparicio-Levy Technical College	309.52	327.27	300.00	312.82
Apollo Beach Elementary	304.76	336.36	314.29	315.38
Armwood Senior High School	276.19	290.91	300.00	284.62
B C Graham Elementary	333.33	345.45	300.00	330.77
B.T. Washington Elementary School	285.71	327.27	257.14	292.31
Bailey Elementary School	304.76	354.55	285.71	315.38
Ballast Point Elementary	347.62	381.82	371.43	361.54
Barrington Middle School	352.38	381.82	400.00	369.23
Bay Crest Elementary School	314.29	336.36	328.57	323.08
Bellamy Elementary	352.38	345.45	328.57	346.15
Ben Hill Middle School	314.29	327.27	314.29	317.95
Benito Middle School	323.81	345.45	328.57	330.77
Blake High School	314.29	327.27	271.43	310.26
Bloomington High School	333.33	363.64	371.43	348.72
Bowers/Whitley Career Center	295.24	318.18	257.14	294.87
Boyette Springs Elementary	304.76	318.18	342.86	315.38
Brandon High School	295.24	309.09	285.71	297.44
Braulio Alonso High School	342.86	327.27	357.14	341.03
Brewster Technical Center	314.29	345.45	300.00	320.51
Brooker Elementary School	319.05	345.45	285.71	320.51

This report is pending final approval by the AdvancED Accreditation Commission.

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Broward Elementary School	309.52	318.18	285.71	307.69
Bryan Elementary	309.52	390.91	342.86	338.46
Buchanan Middle School	314.29	327.27	357.14	325.64
Buckhorn Elementary	295.24	318.18	285.71	300.00
Burnett Middle School	280.95	318.18	271.43	289.74
Burns Middle School	300.00	318.18	357.14	315.38
C. Leon King High School	309.52	318.18	285.71	307.69
Cahoon Elementary Magnet School	323.81	354.55	400.00	346.15
Caminiti Exceptional Center	247.62	300.00	300.00	271.79
Cannella Elementary	314.29	345.45	314.29	323.08
Carrollwood Elementary	328.57	372.73	285.71	333.33
Chamberlain High School	257.14	290.91	285.71	271.79
Charlie Walker Middle School	304.76	363.64	314.29	323.08
Chiaramonte Elementary	314.29	327.27	314.29	317.95
Cimino Elementary	328.57	363.64	328.57	338.46
Citrus Park Elementary	357.14	390.91	371.43	369.23
Clair Mel Elementary	328.57	363.64	342.86	341.03
Clark Elementary School	314.29	318.18	300.00	312.82
Claywell Elementary	309.52	345.45	300.00	317.95
Cleveland Elementary	261.90	272.73	257.14	264.10
Coleman Middle School	333.33	327.27	342.86	333.33
Colleen Bevis Elementary	366.67	390.91	328.57	366.67
Collins Elementary	390.48	400.00	400.00	394.87
Colson Elementary	280.95	318.18	271.43	289.74
Cork Elementary	328.57	354.55	300.00	330.77
Corr Elementary	300.00	327.27	342.86	315.38
Crestwood Elementary School	352.38	363.64	371.43	358.97
Cypress Creek Elementary	323.81	345.45	342.86	333.33
D.W. Waters Career Center	295.24	290.91	257.14	287.18
Dale Mabry Elementary School	347.62	372.73	371.43	358.97
Davidson Middle School	300.00	309.09	228.57	289.74
Deer Park Elementary	309.52	318.18	285.71	307.69

This report is pending final approval by the AdvancED Accreditation Commission.

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
DeSoto Elementary School	347.62	327.27	342.86	341.03
Dick Stowers Elementary School	376.19	381.82	357.14	374.36
Dickenson Elementary School	304.76	327.27	285.71	307.69
Dorothy Thomas Special Day School	266.67	272.73	257.14	266.67
Dover Elementary School	300.00	336.36	314.29	312.82
Dowdell Middle Magnet School	352.38	354.55	371.43	356.41
Dr. Lennard High School	333.33	354.55	357.14	343.59
Dunbar Elementary Magnet School	300.00	318.18	285.71	302.56
Durant High School	285.71	327.27	328.57	305.13
E.L. Bing Elementary	304.76	281.82	357.14	307.69
East Bay High School	295.24	309.09	271.43	294.87
Edison Elementary School	333.33	318.18	300.00	323.08
Egypt Lake Elementary	300.00	318.18	285.71	302.56
Eisenhower Middle School	290.48	336.36	242.86	294.87
Erwin Technical College	342.86	381.82	385.71	361.54
Essrig Elementary	342.86	336.36	342.86	341.03
Esther D. Burney Elementary	304.76	354.55	300.00	317.95
Farnell Middle School	323.81	318.18	342.86	325.64
Ferrell Girls Preparatory Academy Middle School	390.48	400.00	400.00	394.87
FishHawk Creek Elementary	290.48	300.00	342.86	302.56
Folsom Elementary	309.52	309.09	271.43	302.56
Forest Hills Elementary	314.29	336.36	285.71	315.38
Foster Elementary School	257.14	281.82	257.14	264.10
Franklin Middle School	285.71	318.18	300.00	297.44
Freedom High School	290.48	318.18	300.00	300.00
Frost Elementary	290.48	290.91	300.00	292.31
G.W. Carver Center	285.71	300.00	271.43	287.18
Gary Adult High School	280.95	300.00	242.86	279.49
George Steinbrenner High School	304.76	390.91	342.86	335.90
Gibson Elementary	295.24	300.00	271.43	292.31

This report is pending final approval by the AdvancED Accreditation Commission.

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Giunta Middle School	300.00	327.27	300.00	307.69
Gorrie Elementary	361.90	390.91	385.71	374.36
Grady Elementary School	314.29	318.18	300.00	312.82
Greco Middle School	357.14	372.73	342.86	358.97
H Norman Schwarzkopf Elementary School	314.29	363.64	357.14	335.90
H.B. Plant High School	314.29	327.27	314.29	317.95
Helen A. Davis Elementary School	342.86	372.73	371.43	356.41
Heritage Elementary School	361.90	354.55	314.29	351.28
Hillsborough High School	390.48	400.00	400.00	394.87
Hortense Mintz Elementary	309.52	327.27	342.86	320.51
Hugo Schmidt Elementary School	323.81	345.45	314.29	328.21
Hunter's Green Elementary	295.24	290.91	300.00	294.87
Inez Doby Elementary School	342.86	372.73	357.14	353.85
Ippolito Elementary	309.52	372.73	300.00	325.64
J.S. Robinson Elementary	342.86	372.73	342.86	351.28
Jackson Elementary	328.57	354.55	285.71	328.21
James A. Hammond Elementary School	328.57	336.36	342.86	333.33
James Elementary	323.81	354.55	328.57	333.33
Jennings Middle School	304.76	263.64	257.14	284.62
Joe E. Newsome High School	342.86	390.91	385.71	364.10
Just Elementary	276.19	318.18	285.71	289.74
Kenly Elementary	304.76	363.64	285.71	317.95
Kimbell Elementary	247.62	354.55	328.57	292.31
Kingswood Elementary School	266.67	336.36	257.14	284.62
Knights Elementary	347.62	390.91	357.14	361.54
Lake Magdalene Elementary	271.43	300.00	242.86	274.36
Lanier Elementary School	390.48	400.00	400.00	394.87
LaVoy Exceptional Center	357.14	372.73	371.43	364.10
Lawton Chiles Elementary	314.29	327.27	314.29	317.95
Leary Technical College	285.71	345.45	285.71	302.56

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Lee Elementary School of Technology	323.81	327.27	285.71	317.95
Liberty Middle School	366.67	400.00	400.00	382.05
Lillian Symmes Elementary	304.76	327.27	300.00	310.26
Limona Elementary School	390.48	400.00	400.00	394.87
Lincoln Elementary Magnet School	323.81	327.27	271.43	315.38
Lithia Springs Elementary School	276.19	336.36	257.14	289.74
Lockhart Magnet Global Performing Arts	323.81	336.36	328.57	328.21
Lomax Elementary Magnet School	357.14	372.73	342.86	358.97
Lopez Elementary School	371.43	390.91	385.71	379.49
Lowry Elementary School	314.29	327.27	300.00	315.38
Lutz Elementary	276.19	327.27	257.14	287.18
Macfarlane Park IB Elementary	390.48	400.00	400.00	394.87
Madison Middle School	319.05	363.64	285.71	325.64
Mango Elementary	319.05	300.00	257.14	302.56
Maniscalco Elementary	338.10	390.91	371.43	358.97
Mann Middle School	276.19	354.55	271.43	297.44
Marshall Middle School	271.43	318.18	257.14	282.05
Martinez Middle School	333.33	363.64	357.14	346.15
Mary E Bryant Elementary	352.38	400.00	357.14	366.67
McDonald Elementary	280.95	290.91	242.86	276.92
McLane Middle School	295.24	309.09	300.00	300.00
Memorial Middle School	295.24	354.55	242.86	302.56
Mendenhall Elementary	247.62	281.82	242.86	256.41
Mendez Center/East Henry Academy	280.95	300.00	285.71	287.18
Metropolitan Ministries Elementary	347.62	372.73	342.86	353.85
Middleton High School	300.00	300.00	314.29	302.56
Miles Elementary School	323.81	372.73	357.14	343.59
Mitchell Elementary School	285.71	309.09	271.43	289.74
Monroe Middle School	280.95	309.09	300.00	292.31

This report is pending final approval by the AdvancED Accreditation Commission.

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Morgan Woods Elementary	323.81	363.64	328.57	335.90
Mort Elementary School	319.05	336.36	314.29	323.08
MOSI Partnership	266.67	363.64	257.14	292.31
Muller Elementary	385.71	390.91	371.43	384.62
Mulrennan Middle	371.43	390.91	357.14	374.36
Nelson Elementary	323.81	345.45	314.29	328.21
Northwest Elementary School	271.43	309.09	257.14	279.49
Oak Grove Elementary	290.48	318.18	285.71	297.44
Oak Park Elementary School	276.19	263.64	242.86	266.67
Orange Grove Middle Magnet School of the Visual and Performing Arts and Technology	328.57	336.36	300.00	325.64
Palm River Elementary School	290.48	327.27	328.57	307.69
Paul L. Sheehy Elementary	309.52	318.18	257.14	302.56
Philip Shore Elementary	314.29	318.18	328.57	317.95
Pinecrest Elementary	290.48	309.09	285.71	294.87
Pizzo Elementary	361.90	354.55	400.00	366.67
Plant City High School	295.24	327.27	314.29	307.69
Potter Elementary School	300.00	327.27	271.43	302.56
Pride Elementary School	290.48	309.09	242.86	287.18
Progress Village Middle Magnet	314.29	336.36	314.29	320.51
Rampello Downtown Partnership K-8 School	280.95	290.91	242.86	276.92
Randall Middle	328.57	381.82	328.57	343.59
Reddick Elementary	304.76	336.36	300.00	312.82
Riverhills Elementary School	347.62	390.91	342.86	358.97
Riverview Elementary	304.76	318.18	285.71	305.13
Riverview High School	347.62	381.82	285.71	346.15
Robles Elementary School	280.95	318.18	314.29	297.44
Rodgers Middle School	309.52	336.36	300.00	315.38
Roland H Lewis Elementary	319.05	354.55	285.71	323.08
Roland Park K-8 School	309.52	345.45	328.57	323.08
Roosevelt Elementary	338.10	381.82	314.29	346.15

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Ruskin Elementary	314.29	345.45	328.57	325.64
Seffner Elementary	290.48	318.18	285.71	297.44
Seminole Elementary	290.48	327.27	300.00	302.56
Sergeant Paul R Smith Middle School	300.00	336.36	271.43	305.13
Sessums Elementary	285.71	318.18	285.71	294.87
Shaw Elementary	276.19	318.18	271.43	287.18
Shields Middle School	323.81	390.91	300.00	338.46
Simmons Exceptional Center	233.33	300.00	271.43	258.97
Sligh Middle Magnet School	280.95	281.82	242.86	274.36
South County Career Center	357.14	363.64	357.14	358.97
Spoto High School	280.95	318.18	328.57	300.00
Springhead Elementary	338.10	336.36	300.00	330.77
Stewart Middle Magnet	357.14	363.64	400.00	366.67
Strawberry Crest High School	304.76	309.09	300.00	305.13
Sulphur Springs Elementary	309.52	318.18	300.00	310.26
Summerfield Crossings Elementary	309.52	372.73	300.00	325.64
Summerfield Elementary	285.71	309.09	300.00	294.87
T.R. Robinson High School	323.81	336.36	300.00	323.08
Tampa Bay Boulevard Elementary	304.76	309.09	300.00	305.13
Tampa Bay Technical High School	295.24	327.27	342.86	312.82
Tampa Palms Elementary	300.00	327.27	314.29	310.26
Temple Terrace Elementary	319.05	300.00	342.86	317.95
Thomas Jefferson High School	319.05	336.36	328.57	325.64
Thompson Elementary	266.67	281.82	271.43	271.79
Thonotosassa Elementary	304.76	290.91	257.14	292.31
Tinker Elementary	347.62	381.82	314.29	351.28
Tomlin Middle School	290.48	354.55	285.71	307.69
Town and Country Elementary	319.05	345.45	314.29	325.64
Trapnell Elementary School	323.81	336.36	328.57	328.21
Turkey Creek Middle School	338.10	354.55	342.86	343.59

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Turner/Bartels K-8	314.29	318.18	300.00	312.82
Twin Lakes Elementary	323.81	345.45	271.43	320.51
USF Patel Partnership Elementary School	366.67	354.55	357.14	361.54
Valrico Elementary	366.67	354.55	371.43	364.10
VanBuren Middle School	276.19	309.09	271.43	284.62
Vivian Gaither High School	342.86	336.36	314.29	335.90
W.G. Pierce Middle School	290.48	290.91	257.14	284.62
Walden Lake Elementary School	309.52	318.18	314.29	312.82
Walter L. Sickles High School	309.52	327.27	300.00	312.82
Webb Middle School	319.05	336.36	328.57	325.64
West Shore Elementary	295.24	290.91	257.14	287.18
West Tampa	295.24	318.18	285.71	300.00
Westchase Elementary	285.71	300.00	257.14	284.62
Wharton High School	290.48	300.00	328.57	300.00
Williams IB Middle Magnet School	352.38	345.45	328.57	346.15
Wilson Elementary School	314.29	336.36	314.29	320.51
Wilson Middle School	314.29	372.73	328.57	333.33
Wimauma Elementary	261.90	272.73	257.14	264.10
Witter Elementary School	319.05	354.55	342.86	333.33
Woodbridge Elementary School	300.00	354.55	271.43	310.26
Yates Elementary	285.71	300.00	271.43	287.18
Young Middle Magnet School	295.24	309.09	314.29	302.56
Youth Services	275.00	350.00	283.33	300.00
Yvonne T. McKittrick Elementary	352.38	354.55	328.57	348.72

Other System Institutions

The following institutions did not complete the required Accreditation Report for this External Review.

Institution	Institution
Nancy Bartels Middle School	

Team Roster

Member	Brief Biography
<p>Dr. Mark A Elgart</p>	<p>Dr. Mark A. Elgart currently serves as the founding President and Chief Executive Officer for Advance Education (AdvancED), the parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). His visionary leadership and collaborative skills were pivotal to the successful unification of three regional accrediting agencies and the National Study of School Evaluation (a research organization) under the umbrella of AdvancED. Under his leadership, AdvancED is recognized as a leader in achieving educational quality.</p> <p>Elgart is responsible for leading the development and implementation of the new, innovative “AdvancED Performance Accreditation” model, as well as the nationally acclaimed “AdvancED School System Accreditation” model. Through his leadership, accreditation has been transformed into a systems-oriented process that focuses on institutional performance with respect to Standards of Quality, student performance in all program areas, learner and stakeholder engagement.</p> <p>Elgart is active and influential in helping policy leaders at the state and national levels shape and enact policy related to educational quality, continuous improvement, and accountability. He is also a national and international trainer and presenter on the topics of accreditation, school improvement, leadership, and accountability in education. Elgart currently serves on the Board of Directors of the Knowledge Alliance and Measured Progress. He is also a National Advisor for Learning Forward.</p> <p>In July 2011 and 2013, he was recognized by the Atlanta Business Chronicle as one of the 100 most influential people in Metropolitan Atlanta. Elgart also represents AdvancED as a lead business partner with the Council of Chief State School Officers (CCSSO).</p> <p>Prior to joining SACS CASI in 1995, Elgart served nine years as a math and science teacher, as well as a school administrator at the middle and high school levels, which included six years as a middle school principal.</p>
<p>Dr. Veronica S. Harts</p>	<p>Dr. Veronica Harts serves as Vice-President of Innovative Learning at AdvancED in Alpharetta, Georgia. She began her work in Professional Learning with AdvancED in July, 2006. The scope of her work encompasses the design, development, delivery and capacity building of quality professional learning experiences at the state, regional, national, and international levels. Dr. Harts completed her undergraduate and master’s degree at McNeese State University in Lake Charles, Louisiana and her doctorate degree at Lamar University in Beaumont, Texas. Prior to joining AdvancED, Dr. Harts served as an educator in the Calcasieu Parish School System in Lake Charles, Louisiana. She worked as an elementary school administrator, curriculum specialist, and classroom teacher. Veronica has taught classes at the university level and worked as an independent early childhood consultant. Dr. Harts is a Louisiana Teacher of the Year and also a recipient of the Fulbright Memorial Fund teacher exchange program to Tokyo, Japan. Veronica currently serves as a board member for the Matthew E. Russell Foundation; a non-profit organization that provides books and eReaders to students in economically challenged communities in rural areas in the Eastern Cape of South Africa.</p>

Member	Brief Biography
Dianna Weinbaum	<p>Dianna Weinbaum holds a Master of Educational Leadership and a Bachelor of Elementary Education in ESOL and K-6 from Florida Atlantic University. Ms. Weinbaum also holds an Associate of Arts in Fashion Merchandising from Bay Path College in Longmeadow, Massachusetts. She currently works as a Specialist of School Improvement and District Accreditation for the School District of Palm Beach County in West Palm Beach, Florida. Ms. Weinbaum spearheaded the 18-month process of preparing the District's 173 accredited schools for their System Accreditation External Review visit which was held in January, 2013. She also prepares schools and leadership for an annual internal accreditation review process. Ms. Weinbaum designs and implements staff development for teachers and administrators on school improvement initiatives, disseminates research about school reform, and works with School Advisory Councils on the development of School Improvement Plans. Currently, Ms. Weinbaum is coordinating an initiative to develop local area assessments required by Florida Statute.</p>
Mrs. Sharon Bell	<p>Sharon Bell is an Associate Director for the Accreditation Division of AdvancED, the world's largest education community and accreditation organization. She lives in El Dorado, Kansas. Prior to moving to the regional level, Mrs. Bell served as Associate State Director for AdvancED Kansas and Kansas North Central Association Commission on Accreditation and School Improvement (NCA CASI) prior to that organization's merger with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) to form AdvancED in 2006. Mrs. Bell was a school improvement coordinator and classroom teacher in Kansas prior to coming to the world of accreditation. Her current role is to support the work of State Office personnel and conduct trainings for educators across the nation.</p>
Mr. Greg Alexander	<p>Greg Alexander started teaching math and coaching in 1993 at Les Bois Jr. High in Boise, Idaho. While teaching, Greg completed his masters degree in Educational Administration. In 1999, he became the administrator for a local private christian middle/high school. Greg led at Cole Valley Christian school for four years before becoming a public school assistant principal at Jefferson Junior High in Caldwell School District. In 2006, he became the principal of Sacajawea Elementary School. Sacajawea became a Distinguished School in 2009 and was recognized by the state as a turnaround school. In 2012, Greg left Sacajawea to become a Coordinator of School Improvement at the Idaho State Department of Education and then a year later became the Director of the Statewide System of Support.</p>
Dr. Sonja Hollins Alexander	<p>Dr. Sonja Hollins-Alexander has been in the field of education for 24 years with 16 of those being in educational leadership at the school, district and higher education levels. During this time, she has served as a school social worker, teacher, assistant principal, principal, assistant director and director of professional learning for DeKalb County School District in Metro Atlanta. She also is a professor in the Education Department at Argosy University. Through her professional journey she has had experiences in Strategic Planning, Organizational Improvement, Policy Development, Project and Program Management, Stakeholder Communication and Engagement, Budget Planning, Grant Writing, Instructional Design, Curriculum Development and Implementation, Facilitator of Adult Learning, Conference Facilitation and Design, Quality Assurance Team Member for AdvancED and fully engaged in the development and use of Online Collaborative/Instructional Software. She is the author of "Online Professional Development through Virtual Learning Communities" - Corwin Press (2013). She has presented at numerous National Conferences on this and other topics. Her current role is Senior Consultant for Insight Education Group where she provides customized professional development services that support Teacher and Leader Effectiveness.</p>
Carmen Arroyo	

Member	Brief Biography
Mr. Scott P Bouranis	<p>Scott graduated from Salem State College in Salem, Massachusetts in 1977 and began his career in education in North Dakota teaching on an Indian Reservation for 6 years. His first position as principal was at a K - 6 school in Surrey, North Dakota. After 10 years in North Dakota his family made a decision to return to New England to be closer to family. Since 1987 he has served as an elementary principal in three New Hampshire districts in schools ranging in student population from 85 - 450. In two districts he has been part of consolidation efforts where aging facilities were closed and children were moved to newer schools. Scott earned an M Ed in Educational Leadership at the University of North Dakota. He continued graduate coursework at U Mass Lowell.</p>
Dr. James W Brown	<p>James is a graduate of Florida A and M University with a Bachelor of Science degree in Music Education and a Master of Education in Guidance Services. He holds a Doctor of Philosophy degree from Florida State University in the area of Educational Management Systems. He has held employment as a music teacher/band director in Nassau and Gadsden counties in Florida. He also served as a visiting professor at the graduate level in the College of Education at Florida State University. Administrative positions held include curriculum coordinator, assessment coordinator, assistant principal, assistant superintendent for employee relations, assistant superintendent for academic services, and deputy superintendent of schools in the Gadsden School District. He began his association with SACS in the early 1970s serving on school visiting committees and later chairing school visits. He has continued that association to the present time where he is a member of the SACS CASI Florida Council. He is an AdvancED Lead Evaluator and Special Reviewer and has led numerous district and school external reviews. Even though retired, he continues his association with schools and school districts throughout the United States as a consultant for school improvement, organizational development, program evaluation, efficiency reviews, and other areas of educational leadership.</p>
Ms. Jeana Brown	<p>Jeana Brown is the Associate General Counsel for AdvancED, the world's largest accrediting and school improvement organization, serving 32,000 institutions in over 70 countries educating more than 20 million students. Jeana joined AdvancED in 2012 and is responsible for developing and overseeing the ongoing execution of corporate policies and procedures for the company, assisting with the protection of the company's intellectual property rights and in the development and protection of new service and product lines. In addition to her legal experience, Jeana has worked in the non-profit and civic arenas supporting initiatives for the Women's Policy Group, Center for Hispanics Policy and Advocacy and YouthBuild Providence. Jeana holds a law degree from Boston College's Law School and a Bachelor of Arts from Yale University. Her legal experience ranges from the corporate community to non-profit organizations and has provided her the ability to provide solid strategic advice and counsel to support diverse constituencies in both the public and private sectors.</p>
Ms. Jerri-Lyn Burns	<p>Jerri is a 27 year veteran educator with 13 years of Administrative experience in school districts of 82,000 to 180,000 students. Her teaching experience began in private middle school education (Honolulu, HI) and expanded to cover all grade levels K-12, including Adult Education in public settings. Administrative experience includes Director of Planning (Lee County, FL), Coordinator of district SACS CASI accreditation, School Improvement Specialist, NCLB Federal Grants Specialist, Student Intervention Services Specialist, and Manager of Planning and Boundaries (all in Palm Beach County, FL). Jerri has a BFA and two M.Ed degrees in Curriculum and Instruction and Educational Leadership and is honored to serve AdvancED schools and organizations as an External Review team member and Lead Evaluator/Chair for school and district accreditation visits (2001 to the present) and served as a Florida SACS CASI State Council member from 2007-2013.</p>

Member	Brief Biography
<p>Mrs. Delores Oliver Calloway</p>	<p>Delores is a retired district level administrator from Florida where she spent 35 years in the Martin County School District serving as teacher, primary specialist, assistant principal, principal, Director of School Improvement and Curriculum and Executive Director of Instructional Services. She has been involved with the Accreditation process since the mid 1980's serving as a team member and chair for school teams. During these 30 plus years she has seen the process evolve to where it is today.</p> <p>Additionally, she served as the district facilitator for the Accreditation process in Martin County Florida for 6 years. As Director of School Improvement and Curriculum and as Executive Director of Instructional Services, she was the internal facilitator for the 5 year update of all elementary and middle schools. She was also the driving force influencing the district to pursue initial District Accreditation which was successfully granted in the spring of 2009.</p> <p>Since her retirement in 2009, Delores has been actively involved with AdvancED. She has served as a team member and Lead Evaluator on numerous school teams as well as serving as a team member and Associate Lead Evaluator on system teams. Her experience on district teams has been mostly in Florida, but also in Indiana and Alabama.</p> <p>Delores serves as a member of the Florida Council and has recently completed the Lead Evaluator Update training.</p>
<p>Dr. Marline Campbell</p>	<p>Dr. Marline started her career as an elementary school teacher. After receiving her Master's Degree in School Counseling became a school counselor. Dr. Campbell later became an Assistant Principal and is now a principal. She has been with the Palm Beach County School System for 17 years; nine of which has been in leadership. Dr. Campbell has also worked as an adjunct professor for Palm Beach Atlantic University and Nova Southeastern University. She is currently employed as an adjunct professor with Grand Canyon- online University and has been doing this for over four years.</p>
<p>Mr. Randall Cook</p>	<p>Holds a Bachelor's Degree in History from Trevecca University, and a Master's in Middle Eastern Studies and Religions from Missouri. 23 years an educator; for last 12 years Social Studies Specialist for Lee County School District. AP US and AP European Instructor. Served on the Florida Council of Social Studies Supervisors and the Florida Council for the Social Studies. Serves on the National Council for the Social Studies. Serves as a Consultant with College Board on AP Studies.</p> <p>Serves as Chairman of the Florida AdvancED-SACS/CASI State Council, and also serves on the Review Committee for the Council. Taught Standards Training at Summer Institutes.</p> <p>Lead Evaluator for AdvanceEd/SACS/CASI. Has served on District Accreditation teams in Florida, Alabama, Virginia, North Carolina, and South Carolina.</p>
<p>Mrs. Jodi Cronin</p>	<p>Mrs. Jodi Cronin serves as the Coordinator of School Improvement and Accreditation for Collier County Public Schools in Naples, Florida. In this position she coordinates the School Improvement Planning process, School Advisory Councils, Differentiated Accountability, and the Florida School Recognition Program. In addition, Mrs. Cronin assists with District Accreditation, MTSS/PBS, summer school and professional development. She has fifteen years of experience in education serving as a teacher, data specialist, and district trainer for data and assessments. Jodi Cronin holds a Bachelor of Science degree in Elementary Education from the University of Central Florida, Master of Education in Curriculum and Instruction from Florida Gulf Coast University, and is currently completed coursework on a Doctorate of Education in Educational Leadership from the University of Florida. Jodi has served on four district accreditation visits and is trained as an AdvancED lead evaluator.</p>

Member	Brief Biography
Mr. Scotty Crowe	<p>Scotty Crowe is the Assistant Superintendent for Curriculum for Leon County School District, Tallahassee, Florida. He served almost 20 years at the school level as a teacher, dean, assistant principal and principal. As a district administrator, Scotty also served as the Director of School Improvement. He holds an undergraduate degree in education from Florida State University and a masters in Educational Leadership from Florida Agriculture and Mechanical University.</p>
Debbie Diemer	<p>Debbie Diemer serves as the Customer Service Team Leader for AdvancED, the world's largest accrediting and school improvement organization. Debbie joined AdvancED in 2011 and is responsible for managing the customer support team. She has also served in a Project Coordinator capacity in which she defined and implemented projects related to the accreditation process. Debbie has served in many capacities from administration to project management among industries including software, insurance and banking. Debbie holds a Bachelor of Business Administration degree from Clayton State University.</p>
Ms. Milagros R. Fornell	<p>Milagros Fornell is an educator who has had a powerful impact on her community, students, parents, and peers since her first day as a mathematics teacher in 1978. The 1983 McMillan Mathematics Teacher of the Year went on to chair the Math Department at Hammocks Junior High School and was selected as the 1984 Mathematics District Teacher of the Year. In 2009 she became the Associate Superintendent/Chief Academic Officer for Miami-Dade County Public Schools (M-DCPS) after holding numerous leadership titles within the county. Ms. Fornell's many achievements in this role include the increase of participation and performance of M-DCPS students in Advanced Placement and Dual Enrollment courses. Throughout her career she has served as school-site administrator, regional curriculum director, and regional superintendent. Her commitment to education has earned her recognitions including the 1998 South Florida Phi Beta Kappa Superior High School Principal award and the Student Services Principal of the Year, Region VI Principal of the Year for 2001, and the 2012 Florida International University (FIU) Torch Award as a distinguished alumnus of the College of Education. She retired in June, 2014 as the Chief of Staff for Superintendent Alberto M. Carvalho and during her time in this position she oversaw the implementation of the District's Digital Convergence Project.</p>
Mr. Jeff Garthwaite	<p>Jeff Garthwaite taught middle school American History and Civics. He served as a middle school assistant principal and principal. He was a school district coordinator for the Department of Juvenile Justice schools and Title I private schools. He was assigned principal to a rural Pre K - 8th grade school and charged to raise the school grade from that of an F. Mr. Garthwaite has presented a variety of educational workshop and informational sessions at national, state, and local conferences. He has worked with an educational consulting corporation providing professional development services to high school principals. He has served as an educational consultant providing professional development services to a Florida Charter School corporation. He is currently the Region 1 Director for the Florida League of Middle Schools.</p>

Member	Brief Biography
<p>Dr. Margaret Ann Gilmore</p>	<p>Dr. Margaret Gilmore is employed with Shelby County Schools in Memphis, Tennessee and serves as Assistant to the Chief Academic Officer. She has been in education for 32 years, and currently assists in the development of district-wide multi-year planning for the Academic Office. She assists with the efficient and effective operation of the Academic Office as well as the development and evaluation of academic programs. Dr. Gilmore works collaboratively with the Superintendent, Chiefs, and Assistant Superintendents to formulate targets and goals for quality, productivity, and cost management and provides input on system-wide policy development in the Academic Office. She also assists with policy and program development to optimize and improve instructional quality across all grades. Further, she helps to build the expertise of leaders at the district, school and classroom levels to improve instructional practice and increase student achievement.</p> <p>Dr. Gilmore is an AdvancED Lead Evaluator and enjoys working with schools and districts across the state around teaching and assessing learning, governance and leadership, and using data results to propel continuous improvement. In November of 2011, she successfully led Shelby County School District in obtaining District Accreditation. She currently serves on the Tennessee AdvancED Council and in 2012 received the AdvancED Excellence in Education Award. She also received the West Tennessee Supervisor of the Year Award in 2012. She recently completed her doctoral dissertation on “A Comparative Analysis of the Peak Experiences of 11th Grade Students Who Are and Are Not On Track for Graduation”. Margaret is married to Eugene Gilmore and has two daughters.</p>
<p>Ms. Alice Gordon</p>	<p>Alice M. Gordon is CEO & Executive Problem Solver at Skye Connect, Inc. As a leading national Executive Problem Solver, Alice M. Gordon has turned her strategic corporate experience into launching a successful enterprise called Skye Connect Inc. As an award-winning former media veteran, corporate manager for the electric and nuclear industry and supply chain leader turned business entrepreneur, Alice specializes in handling business and education crisis and issue management, supply chain integration and content production.</p> <p>As a trusted advisor, she has worked with clients both nationally and internationally. Notably, she led the Birmingham City School System with 44 schools and 25,000 students out of Accreditation Probation, spearheaded environmental community efforts for a Birmingham, AL City Council's district with the Environmental Protection Agency and helped an energy company to be selected to serve on a key President Obama's Business Advisory team.</p> <p>With a career spanning over 20 years, she is a “hands-on” results oriented leader frequently called upon to lead high-level initiatives, projects and issues requiring her signature handprint. Alice spent years working in corporate communications for Southern Company, one of the largest electric utility providers in the US. She sharpened her skills as a corporate spokesperson for Alabama Power Company, speaking on behalf of 6,500 employees impacting 1.4 million customers and for Southern Nuclear Operating Company, manager of Southern's three nuclear power plants. She also flourished in Supply Chain Management as Supplier Diversity and Relations Manager where she led and developed innovative and strategic initiatives. As a trusted advisor, she has worked with clients both nationally and internationally.</p> <p>Alice received her Master of Business Administration Degree from the University of Alabama at Birmingham (UAB) in 2014 and Bachelor's Degree from the University of South Alabama and is a certified member of the National Minority Supplier Development Council and member of the Institute of Supply Management.</p>

Member	Brief Biography
Mrs. Mary Beth Y Huber	<p>Mary Beth Huber is a certified DIBELS trainer and mentor with more than twelve years of experience providing professional development and consultation to schools and school districts on the administration, scoring, and progress monitoring of DIBELS. In this capacity, she focuses primarily on advising educators on how to effectively use DIBELS data to improve student achievement. She also serves as an AdvancED trainer for the South Central Region. Having been involved with AdvancED for more than twenty-five years, she has also been an External Review Team member for numerous schools and school systems. Prior to her current roles, Mary Beth worked for thirty-three years in the Calcasieu Parish School System in Southwest Louisiana, where she acted most recently as a Curriculum Specialist and a District K-3 Literacy Coordinator. In addition to these roles, she also worked as a school-based curriculum coordinator and a classroom teacher. In the fall of 2008, acting as District Accreditation Facilitator, she successfully led the Calcasieu Parish School System to obtain its initial district accreditation. She also was the coordinator for the Southwest Louisiana Partners-in-Education, a program that included more than 270 school and business partnerships. Mary Beth holds a Bachelor of Arts degree in Elementary Education, a Masters of Education degree in Early Childhood Education, and a +30 certification in School Leadership, all from McNeese State University in Lake Charles, LA.</p>
Ms. Shirley D Joseph	<p>A graduate of Florida Atlantic University (FAU) with a BBA degree in Business and an MS degree in Educational Leadership from Florida Agricultural & Mechanical University (FAMU). Currently possess a State of Florida Professional Educator's Certificate in the areas of Educational Leadership, Mathematics, Business Education and Accounting.</p> <p>Currently employed by the District School Board of Madison County as the Coordinator of Assessment and School Effectiveness. Previous positions held within the district have been secondary mathematics teacher, Mathematics Instructional Coach, Florida Continuous Improvement Model (FCIM) school coordinator, Turn-Around leader as well as principal.</p> <p>I have participated for several years with the Advanc-Ed organization. I have served on school visits teams both public and charter as well as district teams. Had had the privilege as serving as the district leader for my district's Accreditation visit.</p>
Mrs. Bettye F. Lawson	<p>I worked for the Palm Beach School District as a teacher, area supervisor and school principal. My work with SACS/Advanc-ed began when I was a teacher during the seventies. I have served as the chair of internal review teams, and participated on numerous external review teams throughout Florida. Since my retirement, I continued my involvement with the SACS/Advanc-ed process by updating my training and certification and serving on external review teams.</p>
Mrs. Sarah C. Longshore	<p>Sarah Longshore is the Assistant Principal for Instruction at Dutch Fork High School in Irmo, SC. She received her BA from Clemson University and her MEd from the University of South Carolina. She recently started coursework in pursuit of her EdS degree in Educational Administration.</p> <p>Her career began at Gilbert High School, where eager to secure her first teaching position, she agreed to coach two sports and advise the newspaper staff. After five years of teaching English, she became an Assistant Principal in a neighboring district. Over the last seven years, she has led many successful initiatives including Positive Behavioral Interventions and Supports (PBIS), one-to-one iPads, and data teams. She is also proud of Dutch Fork High School's STEM magnet program and works closely with teachers to ensure an integrated curriculum, while garnering support from parents, businesses, higher education, and industry.</p> <p>She is married to a criminal investigator and has two sprightly daughters, ages five and eight. Follow Mrs. Longshore on Twitter @APILongshore.</p>

Member	Brief Biography
<p>Dr. Colleen Mercurio</p>	<p>Dr. Colleen Mercurio is a graduate of the University of Pittsburgh with a Bachelor of Science, Rhode Island College with a Master of Health Education, Providence College with a Master of Education Administration, and a graduate of Johnson & Wales University with a Doctorate in Educational Leadership. Additionally, she was the President of the Rhode Island Association of School Principals from 2012-14 and a long-standing member of the Johnson & Wales University Educational Leadership Doctoral Alumni Board. In both of these pursuits, she has been an active participant in the progression of educational practice and policy for principals in Rhode Island and nationally. Most recently, she was appointed as a member of the Rhode Island Educational Leadership Cadre for the national Partnership for Assessment of Readiness for College and Career (PARCC) consortium and will help lead implementation of the Common Core State Standards (CCSS) and the transition to the PARCC assessment in Rhode Island.</p> <p>Dr. Mercurio is currently serving in her tenth year in the Warwick Public Schools in Warwick, Rhode Island. Dr. Mercurio has served as principal for two elementary schools in this 9,500 student, urban-ring district and has served as a building level administrator on the district's technology, strategic planning, professional evaluation, and leadership professional development committees. During the course of the 2010-2011 and 2011-2012 school years, Dr. Mercurio served as a District Evaluation Officer for 17 elementary schools as part of the district's commitment to the Rhode Island Race To The Top grant. As a continuation of her work with professional educator evaluation models and practice, Dr. Mercurio is presently working in partnership with Rhode Island Association of School Principals (RIASP), the Rhode Island School Superintendents' Association (RISSA), and the Rhode Island Department of Education (RIDE) on the Rhode Island Commissioner of Education's Evaluation Advisory committee to reshape the R.I. teacher evaluation model.</p>
<p>Dr. Victor D. Mercurio</p>	<p>Victor D. Mercurio, Ed.D., started his career in education as an English/language arts middle school teacher in Warwick, Rhode Island in 1989. He then moved on to teach high school English in Warwick and become an assistant principal and principal in the same district. In his last five years in Warwick, RI, Victor served as the director of secondary education. From 2009 to present, Victor has served as the superintendent of the East Greenwich Public Schools in East Greenwich, Rhode Island. Throughout the course of his career, Victor has served on the Rhode Island Principals' Committee on Athletics, the New England Association of Schools and Colleges (NEASC) Commission on Public Secondary Schools (serving as chair from 2009-2010), and as an adjunct professor in the education administration doctoral program at Johnson & Wales University in Providence, Rhode Island.</p>
<p>Dr. Terrie Ellen Mitev</p>	<p>Dr. Terrie Mitev is currently serving as Executive Director of Strategic Planning, Differentiated Accountability, and Continuous Improvement Initiatives in Collier County Public Schools. The position encompasses AdvancED accreditation, Strategic Planning, Professional Development, Instructional Technology, Differentiated Accountability, and Summer School. She has attained a BSE, M of Ed Leadership, EdD in Ed Leadership. Dr. Mitev has had the opportunity teach overseas and stateside, served as a program specialist, assistant principal and principal before moving into her current position. Throughout her 32 years of service, Dr. Mitev has served SACS-CASI and AdvancED in a variety of capacities both as a member of the agency being accredited and as member or lead facilitator of a QAR Team.</p>

Member	Brief Biography
<p>Dr. Jon Mundorf</p>	<p>Jon Mundorf is an award-winning National Board Certified Teacher in the Collier County Public Schools. He is currently working on special assignment in the Office of Continuous Improvement Initiatives. In this position, he supports the District's school improvement initiatives and serves as a liaison between schools and district departments in regards to Multi-Tiered Systems of Support (MTSS), which includes all academic and behavior supports. Dr. Mundorf enjoys sharing his experiences with others and has done so at conferences and workshops throughout North America. He consults with schools and school districts on topics such as accessibility, inclusive teacher pedagogy, technology integration, and Universal Design for Learning. Dr. Mundorf is the co-designer of the Regional Training Center's graduate course Universal Design for Learning: Reaching All Learners in the Digital Age and is a member of the Harvard Graduate School of Education's UDL Summer Institute faculty and the CAST UDL faculty cadre.</p> <p>Education: Ed.D., Curriculum and Instruction, University of Florida; M.Ed., Curriculum and Instruction, Florida Gulf Coast University; B.S., Elementary Education, Bowling Green State University</p>
<p>Dr. Mwarumba Mwavita</p>	<p>Dr. Mwarumba Mwavita is currently the Director for the Center for Educational Research and Evaluation and faculty in the College of Education at Oklahoma State University, Stillwater, Oklahoma. Dr. Mwavita has been involved in Education internationally and nationally for the last 28 years both as a teacher and administrator. He is a former Physics and Math Teacher, Assistant Principal, Principal, and Director of School Improvement and Instructional Research. He has been involved with AdvancED accreditation since 2007.</p>
<p>Mr. Jerry Peacock</p>	<p>Mr. Peacock has served in the Baker School District for over 30 years as an elementary and high school principal. Baker High School was a pilot school in Oregon for the AdvancEd accreditation process. He is currently the director of Baker Technical Institute and principal of a non-traditional, hybrid high school. He represents NWAC on the Board of Trustees for AdvancED. Mr. Peacock received his bachelor's degree from Auburn University and his masters from Oregon State University.</p>
<p>Dr. Mark Quintana</p>	<p>Dr. Mark Quintana has been a professional in education for 20 years. He has served 18 years in the positions from teacher to Magnet Program Coordinator to district level administrator for Broward County Public Schools, Florida. In his last position, he was the head of the Office of School Improvement, where he also was the District lead for accreditation. Mark also has 16 years experience working as a college/university adjunct professor and consultant. In his full-time work, Mark currently serves as a Senior Education Consultant for Promethean. In this position he supports schools and districts nationwide on continuous/school improvement initiatives. Mark holds a Bachelor of Arts degree in Economics from the State University of New York College at Oswego, Master of Education in Exceptional Student Education from Florida Atlantic University, an Educational Specialist degree in Educational Leadership and Doctorate of Education in Child and Youth Studies from Nova Southeastern University. This Hillsborough accreditation visit is his 7th accreditation external team member visit having done so previously for an online private school in California, 1 district in Michigan, 1 district in Wyoming and 3 districts in Florida. Dr. Quintana is also trained to serve as a Lead Evaluator of accreditation external team reviews.</p>

Member	Brief Biography
Mrs. Susan Reaves	<p>Currently Susan Reaves is an Assistant Principal at Deltona Middle School in Volusia County. She works primarily with the students with disabilities (ESE students) in her school. This is her first year at this school. For about eight years prior, Mrs. Reaves was a district administrator overseeing all of the Mild ESE programs in the middle and high schools. This included transitioning students with disabilities into postsecondary living, developing a blended virtual model for our separate class students with emotional/behavioral disabilities and educating secondary teachers in differentiated instruction and appropriate accommodations for students with disabilities. Originally, she was a Spanish teacher. She enjoys practicing her Spanish in her current school where there is a large Hispanic population.</p> <p>Mrs. Reaves has a Bachelors in Spanish Education and a Masters in Educational Leadership. Her certifications include Spanish K-12, ESOL, ESE and Educational Leadership.</p> <p>She has been involved with various state projects for students with disabilities over the years. This includes state waivers for the FCAT and EOCs, and diploma options requirements for State Board rules. She is now the Vice President for membership for her local chapter of Phi Delta Kappa.</p> <p>Mrs. Reaves has only had the opportunity to serve on an AdvancED team one time in the spring of 2014. Her husband has served several times. It is because of his experience that she became involved. On her team, Mrs. Reaves' primary role was in Standard 4.</p>
Dr. Jennifer Ann Sasser	<p>Dr. Jennifer Sasser has been working for Orange County Public Schools since 2012 and currently serves as the director of program evaluation. In this capacity, she is responsible for overseeing and conducting evaluations of programs identified in the district's strategic plan as well as in conjunction with senior-level leadership. During her time as the director, she has been responsible for developing a comprehensive program evaluation plan for the district and supporting schools and departments in conducting diagnostic evaluations. As the program evaluation director, she has also assisted with strategic planning efforts and monitoring for the district's five-year plan. Additionally, she is participating in the Strategic Data Project (SDP) Fellowship as an agency fellow where her work is focused on building the capacity of senior-level leadership to use data in new ways. This is accomplished through collecting and analyzing existing agency data that can be further used to inform policy decisions.</p> <p>Dr. Sasser began her career in education in 2001 as a mathematics teacher, and more recently served as a middle school assistant principal at Citrus Springs Middle School in Citrus County, Florida. Her credentials include a B.S. in Mathematics from St. John's University (2001), an M. Ed. in Educational Leadership from Saint Leo University (2006), and an Ed. D. in Educational Leadership from the University of Central Florida (2010). Dr. Sasser also holds Florida certification in the areas of Mathematics (grades 6-12) and School Principal (all levels).</p> <p>Orange County Public Schools is currently pursuing district-wide system accreditation through AdvancED for the first time. Dr. Sasser is working with both school and district leadership to facilitate the internal and external review for the district. Through this endeavor, her responsibilities include partnering with departments and teams to provide technical assistance for the completion of stakeholder surveys and online diagnostics as part of the internal review. She also will serve as the point of contact for the preparation of the external review visit.</p>
Dr. Keith Shaffer	<p>Keith is currently the director of the managing office for AdvancED in Mississippi. Delta State University in Cleveland, MS is where Keith received his bachelors, masters, educational specialist, and doctorate in educational leadership. He is a retired educator with 30 years of service from the mathematics classroom to building level administrator and ending his career as a superintendent for 11 years. Serving as a volunteer for AdvancED for more than 10 years, Keith was well-suited to take over as director in Mississippi.</p>

Member	Brief Biography
Dr. Kathleen Marie Smith	<p>Dr. Kathleen M. Smith has been an educator since 1975. She is currently the Director for AdvancEd Virginia in the division of accreditation. Her work as the Director of the Office of School Improvement with the Virginia Department of Education has provided experience in school and district improvement. Her past experience as a special educator, alternative education specialist, career and technical director, pre-school specialist, and school improvement specialist provide a diverse background as a reference point to support schools and districts. Her career in the public school system as well as public education has been working with diverse student populations. She received her doctorate from The College of William and Mary. Her dissertation, <i>The Impact of District Climate on Student Achievement</i>, was a culmination of her desire to support districts in finding systemic avenues to improve outcomes for students.</p>
Ms. Valerie Sommerville	<p>Valerie Sommerville serves as a South Central Regional Trainer for AdvancED; serves as a lead evaluator or team member for AdvancED school External Reviews; serves as a team member for AdvancED system External Reviews; and serves as a team leader or member for the Council on Occupational Education postsecondary school or college accreditation teams. Valerie holds a Master in Education degree from the University of Central Florida with additional coursework for Vocational Director and a Bachelors degree in Home Economics with a minor in Mathematics from Montclair University, NJ. She has forty-four years of educational experience teaching at an inner city middle school, a suburban high school, an adult special education program, and postsecondary continuing education and serving as a district Senior Administrator and as an Assistant Director of a technical center.</p>
Ms. Katherine Spivey	<p>I have currently worked in Wakulla County School System for 22 years and have primarily middle school experience. I am currently the AVID District Director and the Dean of Instructional Services. I have a masters in Curriculum and Instruction, and Administration and Supervision in Education.</p>
Mrs. Wendy Widis	<p>Wendy Widis currently serves as a Fourth Grade Teacher within the Fulton County Public School System in Georgia. She holds a Bachelor of Arts Degree in English from Muhlenberg College in Allentown, Pennsylvania, with a concentration in Elementary Education. Early in her career she acquired a keen interest in understanding how children learn to read. She focused primarily on those students who struggled with working on grade level. In 1997 she earned a reading endorsement from the Reading Recovery program developed by Marie Clay. It's from that early training that she developed a fondness for helping students to bridge the gap between their misconceptions about reading and learning how to love books! Now, having taught elementary school for fifteen years, she has represented her faculty on local school boards such as: The Soaring Hawks Foundation, Local School Advisory Committee, and the Common Core Georgia Performance Standards Committee, where she has worked collaboratively with other team members to redeliver new instructional strategies to her colleagues. These experiences have led her to become a "New Teacher Mentor," where she has learned to work with individual teachers to develop a better understanding of the teaching profession and how to develop a lifelong learner who wants to stay in the teaching profession. As a 2013 Teacher of the Year, she also served as the teacher representative on the PTA and helped to develop training workshops for teachers in the areas of writing and reading. This is her first experience as an External Review Team member and is excited for the opportunity to serve as a volunteer for AdvancEd.</p>

Member	Brief Biography
<p>Dr. Anne-Marie Woolsey</p>	<p>Dr. Anne-Marie Woolsey serves as AdvancED Director of Digital Learning Services. She brings a myriad of business, education and digital learning experiences to her position. Prior to her long history in the educational arena, she served as a logistics and business development specialist for an international company in the paper industry. For the past 22 years, Dr. Woolsey has performed numerous roles in the educational world including Math Teacher, Assistant Principal, Principal, Executive Director of Digital Learning, Online and Blended Learning Professor, and Executive Director of Marketing and Community Engagement. Her Points of Pride include the development and implementation of a strategic plan that boosted a failing school to an excelling school, which is now recognized as a Arizona Department of Education “A” School, Arizona A+ School of Excellence and U.S. News and World Report Silver Medalist. During Dr. Woolsey’s tenure as high school principal, she was awarded the AZLEADS Circle of Honor Award for exemplary school leadership.</p> <p>In the digital learning arena, Dr. Anne-Marie Woolsey brings a plethora of knowledge and practice to AdvancED. As the developer and leader of an online program within a traditional school district, she had the opportunity to put effective systems in place to improve purpose and focus, teacher and learning, student interventions, curriculum, learning management and student information systems and continuous improvement efforts. As an Adjunct Professor for Arizona State University Educational Leadership Division, she designed online curriculum for several Master’s level courses as well as taught synchronous, asynchronous and blended online learning models.</p>
<p>Dr. Teresa Wright</p>	<p>Teresa Wright is the Director of Early Childhood and Title I Programs for Brevard Public Schools and resides in Satellite Beach, Florida. She has worked in the district for more than 25 years and earned a doctorate in Educational Leadership from the University of Central Florida in 2012. Dr. Wright has worked as a teacher, assistant principal, elementary school principal and director. She became actively involved in district accreditation in 2006 and has had the opportunity to serve on four external review teams. Dr. Wright serves as the primary contact for district accreditation for Brevard Public Schools and was instrumental in leading the system through the renewal process in 2011.</p>

Next Steps

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

About AdvancED

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

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

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

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