



Report of the Quality Assurance Review Team for St. Lucie County Schools

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AdvancED is the parent organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE). NCA CASI and SACS CASI serve as accreditation divisions of AdvancED.

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About AdvancED and NCA CASI/SACS CASI

Background

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

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

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

The Accreditation Process

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

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

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

Introduction to the Quality Assurance Review

Purpose

The purpose of the Quality Assurance Review is to:

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

A key aim of the quality assurance review is to verify that the school district is operating with institutional integrity – that it is fulfilling its vision and mission for its students and other stakeholders.

School District Preparation

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

Summary of Team Activities

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

Using the Report – Acting on the Recommendations

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

Accreditation Recommendation

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

Summary of Findings

A Quality Assurance Review Team representing the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), a division of AdvancED, visited the St. Lucie County Schools on April 27-30, 2008.

During the visit, members of the Quality Assurance Review Team interviewed 71 administrators, 141 teachers and support staff, 67 parents and business partners, 54 students, and 5 board of education members for a total of 338 stakeholders. In addition to meeting with district personnel and stakeholders, the team visited 12 schools within the school district. During the school visits, team members interviewed school stakeholders, observed classrooms, and reviewed relevant school artifacts.

Throughout the visit, the team reviewed documents, student performance data, and other artifacts provided by the district. Specifically, the team examined the district's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The Quality Assurance Review Team used the standards to guide its review of the school district, looking not only for adherence to individual standards, but also for how the school district and its schools function as a whole and embody the practices and characteristics of a quality school district.

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

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

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

Commendations

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

1. Devotion to students and student learning:

- **Teachers and staff**
- **Administrators**
- **District staff**
- **Superintendent and board of education**

While most districts exhibit some degree of caring environment for students, the QAR team observed a uniquely focused passion for student and student learning among all levels of St. Lucie personnel that the team determined can be described best by the word “devotion.” Team members heard stories from district leaders, staff, students, and parents, storied often accompanied by tears, of the dedication of district personnel to the students of the district. The passion of district personnel for students and student learning was evident in practically every conversation team members had with personnel across the district. Research tells us that a culture driven by this type of passion will result in success. Because the culture is so deeply ingrained across the district, it is truly a district norm and will not succumb easily to changes in leadership.

2. Maintaining high quality district operations

The team reviewed artifacts indicating a high degree of process management and oversight concerning business practices and district operations. Interviews with district staff, particularly at the district office level, revealed an in-depth knowledge of district processes and data regarding the performance of those processes. The team observed several situations where transportation, food service, and maintenance responded to critical issues quickly and efficiently. The departments of information systems and professional development were exemplary in their use of data to drive change and improvement. A focus on ancillary services such the one maintained by this district is a critical component to improving organizational effectiveness, which in turn ensures capacity for growth in student performance.

3. Identifying and providing cutting edge technology in classrooms

The team observed a wide variety of cutting edge technologies in classrooms across the district. The board’s long-term commitment to providing state-of-the-art technology to teachers and students is exceptional. The use of technology for both teaching tool and learning is a necessity if districts want students to be able to live effectively in the 21st century.

4. Building meaningful and authentic collaborative partnerships with a variety of groups of stakeholders and organizations

In QAR team discussions, team members continually commented on the degree of collaboration the district, especially at the district office level, maintains within the community. Almost every department shared how one or more staff members served on a community board or committee. No one indicated this participation was a burden or got in the way of their work for students and student learning in the district. This collaboration ranged from on-going work with the area chamber of commerce and other business organizations to one-time events such as using district buses to assist in the delivery of assistance, resources, and aid to hurricane victims. Collaboration at this level will continue to garner support from the local business and professional community.

5. Focusing on data collection, analysis, and delivery to schools and teachers

The information management system that is currently being developed and deployed by the district is exemplary. Access to data about student performance and eventually organizational effectiveness is either already available or soon will be available directly to the district personnel who are doing the work. The ability of all personnel to access information critical to them is one of the most critical factors of quality, successful organizations.

6. Providing high quality professional development

- **Content**
- **Quantity**
- **Availability**
- **Communication to customers**

All levels of district personnel commented that they had ample opportunity to participate in on-going professional development. Most of the professional development programs were based on well-defined curricula, but the team also heard of professional development delivered on a more ad hoc basis when special needs arose. On-going professional development is the lifeblood of continuous improvement. As long as this dedication to professional development remains in place at all levels, personnel throughout the district will be able to continue to improve services.

Recommendations

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

1. Engage in comparative analysis of high performing districts (nationally and internationally), especially in academic areas.

The QAR team noted that district personnel often compared themselves to surrounding districts. While this is commendable, it is not an adequate strategy to effectively benchmark the district's performance. The QAR team found evidence that some departments are indeed benchmarking against national norms (e.g. the facilities planning group visits other sites and completes in-depth research to assure the best possible facility for learning). In order to excel in the way this district has chosen, benchmarking high performing organizations will have to take place at a national and possibly international level.

2. Create and implement a process that ensures technology infusion a) is more broadly deployed to all stakeholder groups and b) remains on technology's cutting edge.

The QAR team saw many examples of cutting edge technology in classrooms, but often the technology was not being used and did not appear to have been used. In some cases, however, the QAR team observed "pockets of excellence" where technology was indeed being utilized very effectively. The board's dedication to providing this technology is commendable: the technology must be used to its fullest extent to sustain board support. Using technology for instruction and students' knowledge of technology is a requisite for success in the 21st century.

3. Use intensive process management in the academic area to ensure:

- consistency in improvement planning.
- effective implementation of instructional strategies.
- effective analysis of data and use of the data to guide changes in instruction.

- **systemic implementation of best practices (pockets of excellence).**
- **impact of professional development**

The QAR team saw numerous examples of excellence during the district visit; the team's concern, however, focuses on the lack of a systemic connection between and among these exemplary programs. School personnel were sometimes at a loss to explain the contents of their school improvement plans. Instructional strategies promoted by the district were in some case not observed by the QAR team in any classroom visits. Teachers and building administrators were often overwhelmed with data or had difficulty analyzing data effectively. An intensive study of process management can connect these exemplary practices so that they can be infused throughout the district.

4. Focus on the identification of and attention to systemic alignment issues particularly in the academic area.

The QAR team saw several excellent examples of quality systemic alignment in the ancillary services within the district. The academic areas seemed to be less aligned systemically in spite of current efforts relating to scope and sequence and curriculum design. The district is attempting many new initiatives, and while the alignment may improve with time, an intensive study of systemic alignment would ensure that implementation of academic improvement strategies (at the district, school, and classroom levels) will be as efficient and effective as possible.

Next Steps

The school district should:

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

Resources

AdvancED offers a range of resources to support your school district as it acts on the findings in this report. The AdvancED Research and Development division provides online resources, research, handbooks, and tools to assist school districts and their schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for assistance in accessing these resources.

Celebrating Accreditation

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

Summary

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

Standard Reports

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

Vision and Purpose

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

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system’s vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system’s vision guides allocations of time and human, material, and fiscal resources.

Description

The slogan characterizing the vision of St. Lucie St. Schools “Every student, every day” is evident throughout the school district. Teachers, parents, and community leaders not only know this phrase but believe it is the mission that drives the district forward.

The district’s vision and mission provide focus and direction for stakeholders throughout the district. Interviews with board members, the president of the teachers’ union as well as other stakeholder groups revealed that all stakeholders had a role in the development of the vision, beliefs and goals of the school district.

Teacher and parent interviews indicate a high level of support among the stakeholders. Both groups believe that the district has a sincere commitment to the students of St. Lucie County to move them forward, get them to graduate, and have them return to St. Lucie as productive citizens. New employees are required to take part in an induction process to become familiar with the vision, mission and purpose of the district.

Interviews with district and school administrators, teachers, parents, and community leaders stated that they know the vision and mission of St. Lucie schools. The vision and mission statements are found posted throughout the district office and each school.

Individual schools have created a vision and mission statement unique to their school site based on the district vision and mission. During teacher interviews, team members learned that the school based vision statements were teacher generated. Typically, a faculty committee wrote the vision, then the entire faculty edited and finally voted to adopt. Interviews with members of the school advisory committee of each school revealed that they also were part of the approval process for the school based vision statements.

According to a school board member, “The 20 Point Plan allows the system to identify goals and measures which advance the vision. This plan gives schools with the greatest need the greatest amount of resources.” School Board members stated that the board closely monitors the allotment of resources through monthly reports to the board.

The district maintains a profile of the schools, students, and community through the district website and school improvement plans. The district website provides resources for parents, students, teachers, and the community. Schools submit a school improvement plan to the district office and school board for approval. School improvement plans are available for everyone in the district to view online.

It is evident that the district’s vision and purpose guide the teaching and learning process by their commitment to the Working on the Work standards that are part of the Schlechty Center’s Standard Bearer Network. Teacher interviews revealed a high level of commitment and enthusiasm to the Working on the Work standards, which provide a framework for creating and implementing highly engaging student lessons.

According to community and business partners, the district, through the Academic Business Plan, has a strong commitment to giving students the best education possible. District level personnel stated that the school board reviews the Academic Business Plan every June for content, progress, and possible revision.

Strengths

The team noted several successful practices deserving of recognition:

- Team members observed a high level of commitment from all stakeholders (district level staff, school administration, teachers, parents, community leaders and business partners) to students and student learning.
- All stakeholders interviewed believed that the superintendent and school board were driven by their belief of “every student, every day.”
- The parents and community have a strong belief that all decisions made by the school board and school district are for the betterment of students.
- Parents interviewed reported a high accessibility to board members and that they were able to get appointments to speak with board members at any time.

Suggestions and Opportunities for Improvement

The team offers the following suggestions and opportunities for improvement in this standard area:

- The district has the opportunity to strengthen their vision and mission statements by further incorporating the standards from the Standard Bearer Network. Sharing these standards more broadly with parents and the community will further increase the understanding and support the school district enjoys with the community.

Finding

Based on the evidence reviewed, the Quality Assurance Review team has assigned the overall assessment level of **operational**, indicating that the St. Lucie County School District has met the accreditation requirements for the Vision and Purpose standard.

Governance and Leadership

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

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system'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 function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Description

The St. Lucie school board consists of five members representing the five areas within the district. Each board member, while living within a specific area in the district, is elected by and represents the entire district. Examination of artifacts and responses to interview questions from groups throughout the district confirmed that the St. Lucie school board recognizes the executive power and authority of the superintendent, and that administrators and department leaders have the ability to exercise their authority without undue oversight. Documents available from the state department of education indicated the district is adhering to all state and federal laws. Documents reviewed also indicated the district maintains adequate access to legal counsel and maintains standard accounting practices and procedures.

During interviews and presentations, the QAR team gathered data that indicate both the school board and superintendent are focused on accomplishing the goals of the district's continuous improvement plan contained in the Academic Business Plan. Interviews with participants across the district indicate that the school board and superintendent have created a culture that promotes and supports cultural transformation, innovative practices, collegiality, and collaboration. The superintendent's leadership and vision have resulted in a school district focused on student achievement. Significant progress has been made on an electronic data management system that will allow a systematic analysis of student performance over time. While not fully operational, the abilities demonstrated by the system were impressive and worthy of note.

District personnel maintain a high level of participation in groups representing the public, business, and professionals throughout the community. Parents seemed to be especially aware and supportive of this high degree of involvement by the district in the St. Lucie community.

The board and superintendent have designed a 20-point plan to ensure that resources are focused on needs throughout the district. This plan also ensures equity of learning opportunities for all students in all schools. One clear example of this focus was in the technology QAR team members saw in classrooms throughout the district. This plan, along with the technology available to teachers and school administrators and information from the information management system allows instructional decisions to be based on data in support of student learning throughout the district.

While parents and other interview participants from throughout the community indicated the board, superintendent, and other personnel were continuously asking for input and participation, the QAR team did not find evidence that data on community satisfaction was systematically collected and reported on a regular basis. Some surveys have been completed, though data did not appear to have been thoroughly analyzed at the time of the district QAR visit.

Professional development is prevalent throughout the district in all areas and departments. Data from professional development, especially data concerning professional development offered to instructional personnel, are collected and analyzed against student performance results. This process is relatively new, and is continually analyzed for improvement.

Strengths

The team noted several successful practices deserving of recognition:

The district has taken great strides toward creating and improving relationships throughout the system and community sectors as evidenced by the following strengths:

- Interviews with parent, community, and business representatives revealed that St. Lucie schools are committed to the utilization of collaborative networks of community stakeholders to support and enhance student learning. Community and business leaders describe numerous partnerships with the school district and individual schools.
- The school board as a collective body continues to enhance their leadership skills by participating in the Florida School Board Association's Master Board training and certification process. School board members demonstrate their commitment to the district and community through participation on numerous committees and attendance at community events.
- The components of information management, professional development, and collaboration are either already well developed or well on the way to being exemplars among school districts.

Suggestions and Opportunities for Improvement

The team offers the following suggestions and opportunities for improvement in this standard area:

- Focus on ensuring consistent communication between school district administrators and building level leaders in order for the district to progress and to strive towards its vision for students.
- Strive to make stronger systemic connections between information management, professional development (in all areas), and collaboration within the district and throughout the community.

Finding

Based on the evidence reviewed, the Quality Assurance Review team has assigned the overall assessment level of **operational**, indicating that the St. Lucie County School District has met the accreditation requirements for the Governance and Leadership standard.

Teaching and Learning

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

Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Description

One of the goals in the St. Lucie Academic Business Plan is to provide “challenging, engaging, and satisfying school work that enhances the achievement of high academic standards” to ensure students become lifelong learners. In response to this the district has met the criteria to be identified as a Standard Bearer School District, through work with the Schlechty Center for Leadership in School Reform.

The district implements a curriculum based on the Sunshine State Standards as evidenced by the scope and sequence reviewed by the QAR Team. The scope and sequence has been a collaborative effort utilizing input from teachers, subject area specialists and district level staff. The document is available on the district website for easy access to all stakeholders.

The St. Lucie Standardized Benchmark Assessment System (SLSBAS) is administered to all students quarterly to monitor student progress toward the standards as identified in the scope and sequence. The scope and sequence document is reviewed and revised on an annual basis based on results from student performance. The quarterly district-administered assessments are scored and results are delivered electronically to the school site personnel. How schools use the data once received varies to some degree throughout the district. For example, a practice in one school that QAR team members found especially interesting was use of a “Target Sheet” which includes an individual student’s data that is used in conference with the student, who then identifies a goal and strategies for attaining the goal. System-wide curricular and instructional decisions are based on data that is readily available at each teacher’s desktop via FCAT-STATS, a web-based data management program. Information of student performance on the benchmark tests is shared with parents, school advisory councils, and quarterly reports to members of the school board. In addition, area assistant superintendents meet with school principals to discuss the results and develop an action plan for each school. In interviews principals indicated they meet with teachers to analyze the data to identify strengths and weaknesses and individual student progress. The QAR team observed the collection of student achievement data displayed on data walls posted at school sites and in notebooks in classrooms.

In order to assist students in meeting learning expectations, the district supports the implementation of varied interventions across grade levels and content areas. One such program is Rosetta Stone, a computer-based program for English language learners. The QAR team observed a variety of research based instructional strategies and activities used throughout the district in accordance with specific school needs. The strategies/programs include, but are not limited to: Read 180, National Literacy Council, Project CRISS (Creating Independence through Student-owned Strategies), Kagan, Math Solutions, Activities Integrating Math and Science (AIMS).

To ensure that all staff members are prepared to implement quality instructional practices the district provides a wide range of professional development. Among these trainings are: Working on the Work, National Literacy Council, Positive Behavior Support, data flow workshop, data coach workshop,

reading workshops, instructional differentiation, technology training, science centered workshops, and other topics related to providing a quality education for students. Through interviews and review of school improvement plan documentation, the QAR team found evidence that design teams at schools provide collaborative modeling of best instructional practices within their buildings.

St. Lucie School District has a diverse school population from varied ethnic and socioeconomic groups. To meet the needs of these students, the work of Ruby Payne, *The Frameworks for Understanding Poverty*, has been implemented as a district wide initiative. According to interviews, each school site has a staff member serving as a facilitator for its implementation.

The district has responded to the needs of high risk schools by allocating additional resources. This includes providing a class size ratio below what is state mandated, professional development, technology infusion, and other resources in support of closing the academic achievement gap. Evidence of this endeavor is in the 20 Point Plan located on the district website.

To ensure readiness for future schooling or employment, the secondary curriculum offerings include courses to address individual student needs. Among these are such as: Honors, Advanced Placement (AP), Dual Enrollment, International Baccalaureate (IB), Advanced International Certificate (AICE), and Career Technical. Additionally, the district collaborates with outside institutions such as the local medical center for a Medical Academy and with Florida Atlantic University with the Marine and Oceanographic Academy. The district has established an in house school facilities internship program.

QAR team interviews with district personnel confirm that the district maintains a climate that supports and focuses on student learning. The various departments within the district are included in ensuring that learning is optimized.

Strengths

The team noted several successful practices deserving of recognition:

- Principals' meetings have moved from informational sessions to professional development sessions, to include modeling of strategies and sharing of best practices.
- Members of the district leadership staff serve as mentors for at risk students.
- The district has responded to the needs of high risk schools by allocating additional resources.

Suggestions and Opportunities for Improvement

The team offers the following suggestions and opportunities for improvement in this standard area:

- Develop and fully implement a formal process that aligns assessment data, desired learning outcomes, and district curriculum across all grade levels.
- Increase training for and quality assurance of data coaches so that they provide assistance to teachers in selecting appropriate instructional strategies based on the assessment data to increase individual student learning.
- Develop a better integration of curriculum and instruction and technology including professional development to build capacity.
- Increase the use of differentiated instruction across the district.

Finding

Based on the evidence reviewed, the Quality Assurance Review team has assigned the overall assessment level of **operational**, indicating that the St. Lucie School District has met the accreditation requirements for the Teaching and Learning standard.

Documenting and Using Results

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

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Description

The district has developed a powerful data system that provides all stakeholders, teachers, administrators, students, and parents with copious amounts of quality data and information to guide decision-making for curriculum implementation and differentiated instruction. The QAR team reviewed two software programs, one purchased, and the other, St. Lucie Standard Benchmark Assessment System (SLSBAS), which together provide exceptionally powerful disaggregation of data in a variety of formats. SLSBAS provides for mini-assessments (or “testlets”) and quarterly benchmark progress monitoring data. Through analysis of student data from SLSBAS, school administrators, area assistant superintendents, and teachers are able to promptly review student assessment results within a day following testing. School-based data coaches assist in disaggregation of data and share this with their teachers for the express purpose to improve instructional effectiveness and student results. Test results allow teachers to adjust lesson plans and delivery of instruction to ensure benchmark mastery and compliance to the Florida Sunshine State Standards. Area assistant superintendents meet monthly with principals to review benchmark data and discuss recommendations for continuous improvement in teaching and learning. Annual climate surveys are conducted to review school and system performance.

Through the QAR team school visitations and interviews, evidence of data distribution to administrators, teachers, students, and parents was noted on data walls, in data notebooks, on wall graphs, on student target sheets, and in parent reports sent home biweekly or quarterly. Also shared with the QAR team by administrators, teachers, and parents was the wealth of district resources made available to enhance teacher instruction to further student achievement. The school advisory councils and district advisory council review student progress, school needs, and supports and in some instances provide budgetary funds for continuous improvement in teaching and learning. The QAR team noted that there exists a variance in the degree to which schools and teachers within schools adjust their instruction and provide differentiated instruction based upon the array of data provided to them. Although no data was available to the QAR team to show system effectiveness, evidence is expected to be presented at the end of the 2007-2008 school year.

A comprehensive communicative process that encompasses all stakeholders is evident. This is accomplished through the parent portal on the school district website, online gradebook, school board meetings, school advisory councils, district advisory council, newspaper articles, and school and district newsletters that include the following: SLSBAS results, school grades, ESE Annual Goal Progress Reports, State School Public Accountability Report, FCAT-STATS, and NCLB District Report Cards.

Evidence was not provided to the QAR team that comparison and trend data from comparable schools and districts were being utilized for performance projection and system effectiveness. Trend data was confirmed in Title I schools through Florida Department of Education assistance and district assistance and interventions programs.

Verifiable growth in student performance is being documented from multiple sources that include, but are not limited to the following data sources: Florida Comprehensive Assessment Test (FCAT), benchmark assessment, Scholastic Reading Inventory (SRI), Stanford Achievement Test (SAT) 10, the American College Test (ACT), and the Scholastic Achievement Test (SAT). Appreciable evidence of significant growth in student performance has not manifested district-wide.

Student record systems are complete and secured in accordance with state and district policies and procedures.

Strengths

The team noted several successful practices deserving of recognition:

- The district has created a powerful, comprehensive assessment system that provides disaggregated data.
- Data coaches in every school provide a resource for data distribution and analysis to teachers.
- District-wide quarterly benchmark assessments in reading, math, and science aligned to scope and sequence serve as a valid and valuable tool for progress monitoring to track student growth.

Suggestions and Opportunities for Improvement

The team offers the following suggestions and opportunities for improvement in this standard area:

- Conduct additional needs assessments to identify academic areas where significant student academic growth has yet to be accomplished.
- Visit other school districts around the nation where success has occurred in similar target populations. Benchmarking of this nature should lead to implementation of a district-wide plan addressing these areas of need.

Finding

Based on the evidence reviewed, the Quality Assurance Review team has assigned the overall assessment level of **operational**, indicating that the St. Lucie County School District has met the accreditation requirements for the Documenting and Using Results standard.

Resource and Support Systems

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

Impact Statement: A system is successful in meeting this standard when it 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 system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Description

A review of various manuals and discussions, held in groups as well as individually, with the personnel director, superintendent, board members, school principals and other school personnel indicated a process for assigning both professional and support staff was in place and fully functional. This process ensures the district is in compliance with all applicable local, state, and federal regulations.

Interviews also revealed a functional process for recruiting, employing, retaining, and mentoring qualified professional and support staff. The superintendent indicated that approximately forty percent of instructional staff hired for the past few years were non-traditionally trained teachers (teachers who received college degrees in areas other than education). Interviews with a variety of district staff and members from the chamber of commerce cited the district's low pay scale compared with surrounding school districts as the primary reason for this trend. In an effort to attract certified teachers that are highly qualified, district personnel travel extensively around the country to recruit. One district recruiter was in Michigan recruiting as the QAR visit was being conducted. From the superintendent and board down to classroom teachers and members of the local school advisory committees, there was awareness and acknowledgement of the need to work with non-traditionally certified teachers to help them develop pedagogical skills so the instruction they are providing the students the district is pedagogically sound. To accomplish this, several strategies have been developed and implemented. Professional development begins with a two day in-service. During this training the focus is on instructional delivery and classroom management. Multiple members of the review committee indicated schools also provided veteran teachers as mentors for all new teachers, especially the non-traditionally certified ones, as they arrive at the schools. These mentors along with other school staff worked with these individuals in inducting them with the tenets of "Working on the Work" (WOW) and implementation of WOW strategies. This induction process is ongoing throughout the school year. Several principals indicated that new teachers identified as deficient after a 45-day review are placed on a more intensive assistance program designed by the system. Principals are required to spend no less than forty percent of their time in classrooms. Several principals indicated they frequently spent time doing walkthroughs in the new teachers' classrooms. Interviews with parents and community members made it clear to the QAR team that a concerted effort is made to assist these individuals to develop quality teaching skills. A chamber member indicated the chamber helps fund some scholarships so some of these new teachers could get the education courses they need at local colleges.

Interviews by members of the review committee of various central office employees, principals, board members and the superintendent found a long-range budgetary planning process in place. The chief financial officer indicated that realistically, the long-range budget had to be adjusted roughly every three years. One reason for this continuous need to revisit the long-range budget plan is growth in the number of students enrolling in the school district. The district is 127th largest district in the United States. It has grown 23% since 2003. Additionally, this district has suffered the impact of two hurricanes in the past five years.

When the board adopted a regional attendance zone, the district recognized several schools would be created that were economically challenged. The board and superintendent agreed to a twenty point plan for resource redirection. Even in the face of local and national economic downturn, the board and superintendent indicated during interviews that they have not wavered in support of continuing implementation of the plan.

A QAR team member conducted a review of financial procedures to ensure financial transactions of the school system are safeguarded through proper budgetary procedures and quality auditing procedures. Additionally, interviews with individuals in the district office that dealt with all facets of the business department were conducted. Financial processes appear to be systematically implemented throughout the district. Sound school level accounting practices are in place. The financial department of the school system is audited annually by independent auditors.

The review committee found the sites and facilities to be safe, orderly, and healthy environments for students and employees. The district places security of its students and employees as a priority. Each school in the system had one nationally certified school resource officer (SRO). Schools with one thousand or more students have two SROs. The camera system for monitoring all school system property is exceptional, thanks in part to a partnership between the Panasonic Corporation and the district. Building level administrators were thrilled with the uses they have for the monitoring system.

The procedures in place for access to school buildings were very good. All levels of staff in buildings visited by the QAR team support security. One QAR team member took his security badge off, and the first employee to pass stopped him, asked if he had properly signed in, and asked the nature of his business.

Because Saint Lucie county is the site for a nuclear power plant, there is well designed and crisis management plan. The security plan as well as the crisis management plan for the school district has passed review by many highly trained individuals. A critical incident plan for the school district was also devised collaboratively by individuals from the federal, state, local governmental agencies along with representatives from the school system.

Interviews with other school system personnel revealed the schools have comprehensive emergency plans that are practiced on a frequent basis. Security personnel provided evidence that the district's toll-free telephone tip line works exceptionally well. Emergency buttons are present in each classroom. All district buses are equipped with GPS units that allow the bus to be located instantly in case of an incident requiring immediate assistance from security personnel. Food service personnel described training of the cafeteria workers to ensure the safety of the food storage and preparation.

The district has developed an exemplary program to locate mold within the districts buildings, especially the air duct systems, and state of the art methods to eradicate it. District personnel shared that they had numerous requests from other schools to visit and learn the district's process.

QAR team members observed several instances of rapid response and quality service by the district's maintenance department. In interviews, individuals responsible for building maintenance described a computerized system that manages and tracks all maintenance requests. Building level personnel confirmed that the system works very well.

Interviews with all levels of stakeholders in the district as well as observations conducted by QAR team members confirmed that classrooms were equipped with the latest cutting edge technology for providing quality instruction to students. Interviewees credited the dedication of the board of education to see that cutting edge technology continues to be infused into teacher pedagogy and data analysis. QAR team members noted that available technology is not always used as much as the district desires, however several classrooms appeared to be truly "pockets of excellence and innovation."

The QAR team observed that the district information system provides every certificated employee access to multiple sources of instructional and achievement data as well as quality programs to analyzing results. However, observations at school sites did not confirm that data are being utilized by all stakeholders to inform instruction and increase individual student learning.

The QAR team noted numerous examples of district and community support services coordinated with the schools, homes and community. One example was provision of transportation for students who stay after school for tutoring, attending make up or detention session, or participation in after school band practice. Another example is collaboration with the county health department. Because St. Lucie County has a high number of individuals infected with autoimmune deficiency syndrome (AIDS), the district has held numerous community meetings as well as meetings in schools throughout the county to discuss the issue. Interviews conducted with a wide cross section of the stakeholders found the special learning needs of students were being met.

Strengths

The team noted several successful practices deserving of recognition:

- The equitable provision of cutting edge technology for the employees and students of the district
- The development of expertise in the maintenance department concerning the issue of mold in the systems air circulation system
- The level of security provided for students and employees
- The dedication of the district level leadership to follow through with the 20 Point Plan for Resource Redirection during a time of economic challenge

Suggestions and Opportunities for Improvement

The team offers the following suggestions and opportunities for improvement in this standard area:

- Make a concerted effort to ensure that technology is being utilized to its fullest extent.
- Continue to ensure the most effective and innovative technology for teaching is provided for the system.

Finding

Based on the evidence reviewed, the Quality Assurance Review team has assigned the overall assessment level of **operational**, indicating that the Saint Lucie County School district has met the accreditation requirements for the Resource and Support Systems standard.

Stakeholder Communications and Relationships

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

Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Description

Interviews and observations by the QAR team confirmed that the district fosters effective communications and relationships with and among most of its stakeholder groups. The district's vision and mission statements were understood and could be articulated by administrators, teachers, parents, community members, and school board members. All stakeholder groups commended the superintendent and school board for the quality and quantity of their communication processes.

The superintendent, administrators, and school board members are very active in community organizations, faith-based groups, and governmental agencies. All stakeholder groups spoke of the collaboration and communication among these groups and the school system. There is an active Hispanic advisory council that interacts with the system and often translates written documents for the public. The superintendent, board members, and governmental representatives all spoke of the need within the community to increase the numbers and quality of job opportunities for graduating high school students and college graduates who want to return or stay in the community.

The school district and teachers union work together collaboratively. The union is represented on the superintendent's executive council.

Student learning is supported by the community through multiple avenues. QAR team members found evidence that senior staff members serve as mentors to at risk students. The Boys and Girls Club provides after school programming for students. After a student's fifth absence from school, a social worker from the Boys and Girls Club investigates the situation in the child's home. Other examples include the Panasonic Alliance, the Chamber of Commerce scholarships for local citizens to become teachers, and the Realtors' Association assistance in finding affordable housing for teachers. Stakeholders enhance the work of the system through numerous partnerships with Florida Atlantic University, Harbor Branch Oceanographic Institute, Indian River Community College, the University of Florida, and the Smithsonian Institute. One board member stated "We want our partnerships to be more than paper. We want them to be authentic."

The QAR team reviewed documents concerning many strategies the district uses to communicate with stakeholders. One example is the "Be There" Program, a program that will encourage parents to "be there" with their children at every opportunity in their child's life. The superintendent has learning lunches with parents and students once a month. An area superintendent commented that the staff is committed to returning calls to parents within twenty-four hours of a complaint.

Not only does the community support the district, the district supports the community as well. After two recent hurricanes, the district worked with affected populations by providing temporary shelters in schools, and delivering food, water, and medicine to those in need across the county.

Both the superintendent and the chairman of the county commission spoke of how the district often works as a bridge between different governmental agencies. A goal of a school board member is to train board members to be better community members.

Expectations for student learning are communicated via a variety of district communications opportunities including Connect Ed., parent portal, email, weekly newspaper articles, and annual school reports. Many of these documents are translated into Spanish and Creole. The district's automated telephoning system can contact every parent within 15 minutes. Parent interviews revealed they generally receive timely process reports on their student's achievement. Though participation varies widely among schools, parents are involved in school advisory councils, parent-teacher organizations, and volunteer programs. School volunteers play a large role of some schools. School advisory councils often provide workshops which share ways for parents to help students learn. Parental meetings are often scheduled at a variety of times and locations in an attempt to improve participation.

Useful and meaningful information is provided to stakeholders through a variety of avenues. The school board allows open microphone time at the end of each official board meeting. The community has access to cable broadcasting. All school board members have an office in the central office where they are periodically available to stakeholders. One board member said, "We know how we are doing because the community tells us."

Strengths

The team noted several successful practices deserving of recognition:

- The district has established numerous partnerships with corporations, universities, and other organizations.
- The QAR team observed an atmosphere that was open and inviting to all stakeholders.
- One school logged 7,755 volunteer hours.
- All school board members have offices in the district office where they can meet with constituents.
- Board members serve on a wide variety of community civic boards and organizations.

Suggestions and Opportunities for Improvement

The team offers the following suggestions and opportunities for improvement in this standard area:

- Institute a systemic plan to incorporate more parent involvement in the education of their children.
- Parents reported an inconsistency among the different schools in the amount and regularity of feedback on student progress.

Finding

Based on the evidence reviewed, the Quality Assurance Review team has assigned the overall assessment level **of operational**, indicating that the St. Lucie County School District has met the accreditation requirements for the Stakeholder Communications and Relationships standard.

Commitment to Continuous Improvement

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

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Description

The Quality Assurance Review Team found consistent evidence that the district of St. Lucie County has developed and implemented a process of collaborative continuous improvement throughout the district. The integration of the Standard Bearer initiative of Working on the Work has been effectively infused across the district. The district's Academic Business Plan acts as a statement and guide of critical goals. The plan gives students, teachers, and principals a clear focus of the goals aimed at dramatically influencing achievement throughout the district. Progress monitoring, benchmark testing, and school fidelity checks, all done on a regularly scheduled basis, were also found to be evident during interviews and school visits.

In response to the district's vision and expectations for learning, each individual school writes a school improvement plan which is directly aligned with the districts vision and goals. When schools complete their plans, they are presented to the board to ensure each school has a system of continuous improvement in place and a focus on increasing student learning. There was clear and consistent evidence that schools are following the state template and that their plans contained goals and objectives which directly aligned with the district's mission and beliefs. The district also gives their schools flexibility within the parameters of the state template. The QAR team viewed documentation of the entire district's school improvement plans and found that all plans clearly demonstrated a commitment to continuous improvement and a variety of programs and strategies to allow for meeting different modalities of learning.

The school advisory council at every school sends a representative each month to the district advisory council meeting. This district meeting is designed for an exchange of ideas, concerns and education between individual schools and the district office. The QAR team found through interviews that stakeholders do have opportunities to provide input in the process of improvement.

The QAR team found that the district monitors and documents the results of all the continuous improvement efforts, and have multiple means of conveying those results to stakeholders. The monitoring process helps to validate the continuous improvement efforts that are informing instruction across the district. The QAR team understands the district has developed a program evaluation component to determine the effectiveness and impact of the improvement goals and strategies. This program evaluation component is to be implemented at the end of three years of improvement implementation.

Many research-based professional development opportunities are provided by the district for district departments as well as individual schools. Availability of district training activities is disseminated to all departments and schools via email. Registration for participation is also possible via technology. The district approves all school-based professional development activities through validating the need for the training based on school improvement plans and data, thus professional development is driven by data. Schools utilized district staff as well as in-house personnel to provide the training at their sites.

Professional learning communities (PLCs) are prevalent throughout the district with schools having the opportunity to implement differing formats based on the school's schedule and capacity to deliver PLCs. Induction training is provided by the district for all departments not just new instructional personnel.

Strengths

The team noted several successful practices deserving of recognition:

- The district's Academic Business Plan with identified critical goals establishes the foundation for the district's continuous improvement plans. The process utilized by the school to develop the individual school improvement plans and by the district to approve each school's plan, ensures the alignment of school and district critical goals; relevant data; stakeholder involvement; and best practice strategies to address areas for improvement.
- Many professional development opportunities are available and communicated to all employees of the district via email. The district professional development staff provides district-wide and school-based workshops, organizes requested training from individual schools, and approves suggested training activities from all schools.
- The district's commitment to the Standard Bearer's core business of engaging in working on the work provides a quality learning environment for teachers and students. The Standard Bearer ten design standards provide the orientation of how work is accomplished within the district (e.g. engaged students, authenticity, relevancy).
- The continuous process of improvement implemented throughout the district includes an articulated vision, a profile of data, and a school improvement plan. The district office personnel provide guidance and support to schools through training, data analyses, formatting and identification of critical goals.

Suggestions and Opportunities for Improvement

The team offers the following suggestions and opportunities for improvement in this standard area:

- The district has an identified process for continuous improvement that is implemented at the individual school site. In order for the most effective implementation, time for planning and engaging in the efforts of improvement district-wide needs to be addressed.
- Although the district provides multiple sources of individual school data to the schools, the process for evaluating and documenting district-wide impact and effectiveness is being developed and is planned on being implemented at the end of three years for program evaluation purposes. This is a vital phase that needs to be in place for the continuity of the improvement process.

Finding

Based on the evidence reviewed, the Quality Assurance Review team has assigned the overall assessment level of **operational**, indicating that the St. Lucie County School District has met the accreditation requirements for the Commitment to Continuous Improvement standard.

Quality Assurance Findings

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

Description

The district uses a comprehensive school improvement planning process in all buildings. The QAR team did not see evidence that all other units in the organization used a similar process for improvement. Using the school improvement plans in conjunction with student performance results, district staff can determine the degree to which schools are involved in the continuous improvement process. The QAR team found evidence in academic areas of key indicators of success, primarily through standardized test results. This will improve, however, as the district deploys SLSBAS more widely. The QAR team was unable to identify formal key indicators for other units within the organization, though anecdotal evidence suggests these units may indeed have key indicators and goals in an informal format. The QAR team did not review evidence that directly related to a measure of the degree to which schools are held accountable for AdvancED standards.

Strengths

The district ensures quality assurance by:

1. Using a standardized school improvement plan format for every school in the district.
2. Monitoring student performance against the information contained in school improvement plans.

Suggestions and Opportunities for Improvement

The district can improve quality assurance by:

1. Using a standardized format similar to the school improvement plan template for every unit in the district (not just schools).
2. Selecting key indicators and measures for those indicators for all units in the district. Review these indicators and measures early in the implementation phase to ensure they will provide an adequate degree of quality assurance.
3. Using SLSBAS to collect data on organizational effectiveness in addition to student performance.
4. Ensuring that all schools are meeting or addressing deficiencies in meeting AdvancED standards, perhaps through the yearly administration of a tool such as the Standards Assessment Report.

Conclusion

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

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

The Quality Assurance Review Team expresses appreciation to Michael Lannon, superintendent, Genelle Yost, district contact, members of the professional staff, students, parents, and other community representatives for hosting the review team. The team wishes the school and its students much success in the quest for excellence through SACS CASI accreditation with AdvancED.

Appendix

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AdvancED Standards for Quality School Systems

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

Vision and Purpose

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

Governance and Leadership

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

Teaching and Learning

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

Documenting and Using Results

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

Resource and Support Systems

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

Stakeholder Communications and Relationships

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

Commitment to Continuous Improvement

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