

Report of the External Review Team for Orange 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 Orange County School System (system) is located in Orlando, Florida and is the tenth largest system in the United States by enrollment. The system enrolls approximately 200,000 students across 903 square miles. The student demography consists of 63% white, 29% African American, 37% Hispanic, and 5% Asian. Students come from 197 countries and speak 168 different languages and dialects. Factoring in Hispanic-white students the system is a majority-minority system.

Approximately 64% of the students qualify for free and reduced lunch. Approximately 2.1% of the students are enrolled in the English Language Learner Program and 12% in special education. Orange County operates 184 traditional schools as well as 35 charter schools, 16 alternative education sites, home school education, and a virtual school. The system offers 34 magnet programs and serves over 15,000 adult students in career, technical, and general education.

The job market in Orange County includes high-tech opportunities as well as a robust hospitality industry. The median income in Orange County is \$47,581. Orange County continues to lead the state in job growth. Trade, construction, and finance jobs lead that growth and continue to rise.

Managing the nation's 10th largest school system required a unique administrative plan. The county was divided as evenly as possible into geographical regions based on location and population concentrations. That arrangement resulted in six divisions, each of which has an assistant superintendent who is a reciprocal conduit for information and actions.

Over 6,700 students are homeless - a number that has more than tripled since 2008. Coupled with a mobility rate that exceeds 30%, the system has worked to serve all students through five regional learning communities, a very robust transformation office serving fragile schools identified by performance data, and various system divisions, such as Teaching and Learning, Human Resources, and various executive services.

The AdvancED External Review Team (team) arrived on site on Monday, September 28, 2015. The team, composed of 33 members, and six international observers from Cairo, Egypt, began its deliberations during the afternoon of September 28, 2015. Concluding the visit, the Lead Evaluator presented the External Review Team exit report to the Orange County Board of Education at 4:00PM on Thursday, October 1, 2015.

The team was on site for a total of four days and stayed in a hotel nearby. Due to transportation restrictions and the need for the Lead Evaluator and Associate Lead Evaluators to work with the system prior to the team's arrival, extended stays were approved for some of the team members. The traditional AdvancED review days (Sunday - Wednesday) were adjusted to accommodate the Orange County Board of Education's standard meeting schedule.

The diversity and size of the AdvancED External Review Team is noteworthy. The team represented one U.S. Territory (Puerto Rico), one foreign Country (Egypt), and 20 states. The team was composed of 13 state Lead Evaluators and individuals having 13 advanced degrees.

The team members from Cairo, Egypt, where the Lead Evaluator had led an AdvancED External Review, were afforded the opportunity to observe an External Review in the United States. While they served as observers, they still participated in all activities of the team with the exception of final scoring. The Cairo team members presented the superintendent with a beautiful gift, and they also shared presents and ideas with the entire team. The Board of Education welcomed the team and the Egyptian contingent with gratitude and appreciation. One board member smiled and stated, "It has been a joy having you [Cairo team members] with us. Please join us again."

Prior to the onsite review, the Lead Evaluator conducted a webinar which was designed to review logistics, procedures, and responsibilities of membership. The Lead Evaluator and the two Associate Lead Evaluators phoned all team members to ensure that each member was prepared and to answer any pre-review questions the team might have before arrival. Standards, domains, stakeholder feedback survey data, and student performance diagnostics were assigned to each team member well in advance. The team's workspace was populated with all needed documents and information, which was available to every team member.

The team was divided into several groups to facilitate the interaction between and among all members. The Lead Evaluator, with the incredible help of the two Associate Leads, formed five standard committees, three

review committees, and one team cabinet to facilitate communication. The team cabinet worked with the Lead Evaluator every evening to synthesize, monitor, and change review protocols as needed. The cabinet consisted of all five of the standard leaders, the two Associate Lead Evaluators, and the Lead Evaluator. One team member stated, "We loved this process."

When the team arrived onsite, each member had reviewed artifacts that were presented by the system, scored their standards based on preliminary findings, reviewed system web spaces and social media areas, and crafted initial questions for the Tuesday interviews. Similarly, the Lead Evaluator had numerous conference calls with school personnel, and a large amount of emails were exchanged by the system and the Lead Evaluator. That communication allowed the Lead Evaluator to adapt a very specific protocol for the visit, embrace the system artifacts, and allow for team-driven directions and needs.

Review team members were assigned for the Tuesday visits to either schools or the board office. Those team members assigned to visit schools visited a school in the morning and another school in the afternoon. On Wednesday teams visited schools on a similar rotation. The team conducted 621 eleot™ observations over the four days. That process allowed for 100% coverage of buildings in the system either by individual team members or interviews.

The team also was tasked with the review of the virtual school. One team member was assigned to that school for the visit. The virtual school provided a Self Assessment, and followed a very individual protocol for accreditation. Those results are inclusive with this report and accreditation recommendation.

The team concluded a vast majority of its deliberations on Wednesday evening. Each team member, although assigned to a single standard, scored and examined artifacts for all indicators in each of the standards. The team worked together to develop Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

The AdvancED External Review Team wishes to thank the Orange County School System, superintendent, and staff for their hospitality, openness, and dedication to the review process. The advanced preparation for the review was exceptional, and the commitment to continued improvement, educational excellence, and student-centered education was noticed and appreciated. Clearly, the team felt the "innovative and caring" notion found in the Orange County School System.

The Monday evening meal provided time for the system and the team to share and enjoy time together. The team was able to dine with system staff and executive cabinet members. The meal time provided an opportunity for the Lead Evaluator to briefly introduce the team and share the team's appreciation for the wonderful accommodations.

The stakeholders were also incredible and forthcoming. The team interviewed 1,629 stakeholders during their visit. The review reflected the participation of many staff, students, parents, and administrators. One staff member stated, "We were nervous about your [AdvancED] visit; however, we are prepared and ready."

Stakeholder input was a large part of the team's discussions. However, all groups that were interviewed provided significant detail and discourse for the team to be able to triangulate data from multiple sources. The alignment with team findings, eleot™, and artifacts was diagnostic and robust.

Finally, the team enjoyed the efforts provided to secure meals, arrange lodging, prepare data that were extensive for the review, and allow access to all classrooms and buildings. The team wishes the Orange County School System success and growth as they undertake the next five years of continued improvement.

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	8
Administrators	349
Instructional Staff	435
Support Staff	165
Students	529
Parents/Community/Business Leaders	142
Total	1629

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.	2.88	2.68
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.	2.70	2.50
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.33	2.55
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.97	2.73
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.58	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	2.33	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.97	2.60

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.	2.91	2.92
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.	2.30	2.40
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.	2.24	2.53
3.11	All staff members participate in a continuous program of professional learning.	2.64	2.64
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.39	2.66

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.	2.52	2.66
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.	2.58	2.41
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.30	2.15
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.	2.33	2.46
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.	2.52	2.72

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

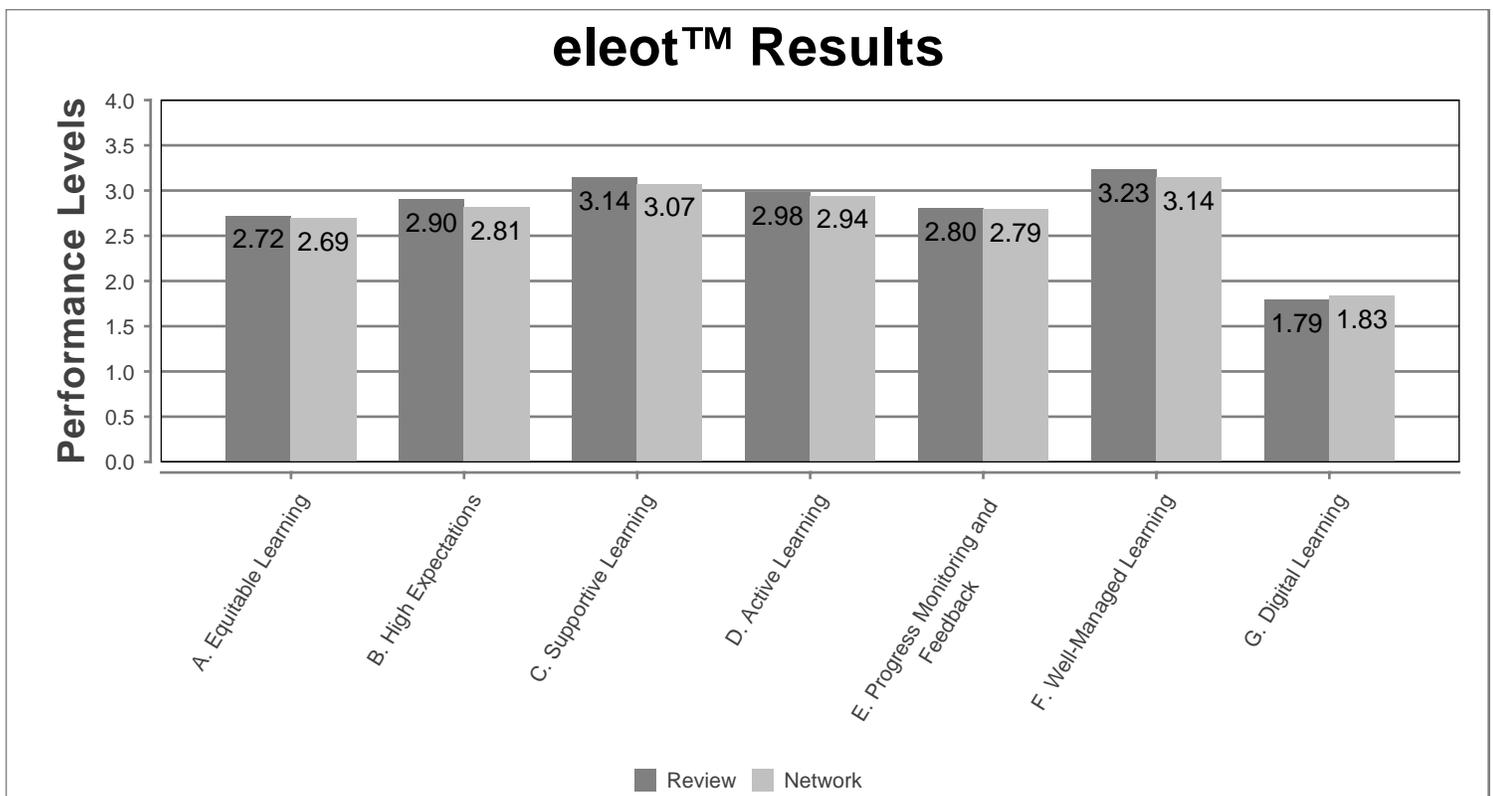
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.28
Test Administration	3.97	3.50
Equity of Learning	4.00	2.44
Quality of Learning	4.00	2.97

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.



The team submitted 621 eleot™ observations after visiting the same number of classrooms. The system had 195 buildings, and with 39 team members, including the six international observers from Egypt, the team was able to visit 110 of the 195 schools. The international observers traveled with the team members and visited schools on paired rotations. The diagnostic eleot™ results contributed to the overall deliberations of the team.

The Lead Evaluator and system administration worked together over several weeks to develop a stratified random sampling for both the team visits and the focus group presentations. The stratification metric produced significant results since all of the categories represented in the system were covered by the team in virtually equal percentages. Further, those schools that were not visited by the team were all represented in the focus/interview groups.

The schools were initially stratified by category. For instance, the percentage of free and reduced lunch in the system was 63.69%. The team visited schools that averaged 65.12%. The percentage of African American, Hispanic and English Language learners in the system was 29.88%, 33.18%, and 21.95% respectively. The team visited those same categories and almost paralleled the same percentages with 31.49%, 33.08%, and an identical 21.95% for English Language Learners. Further categories included A and B schools (Florida Department of Education's ranking for schools), and Exceptional Student Education (ESE). The team distribution of those two categories matched the system percentages within .49%.

The distribution metric also accounted for the Learning Communities within the system. The North Learning Community had 28 total schools, and the team visited 16 of them representing 57.1%. The East Learning Community had 37 schools and the team visited 21. The Southwest Learning Community had 33 schools, and the West had 30 schools. The team visited 19 of the schools in the Southwest, and 17 in the West. That distribution averaged approximately 56% of both learning communities. Finally, the team assigned a team member to the Orange County Virtual School.

The aforementioned data were reflective of 100% coverage of all 195 schools by either visitation or interviews. The eleot™ results were significant, and the stratification is preeminent by analysis. The team used eleot™ to provide triangulation for its findings and also to provide the system with vital data for future assessments.

The team found, through the eleot™ scores, interviews, and a review of the artifacts, a very supportive and well managed learning environment. The system's average score for the Well Managed Learning Environment (F) was 3.23, which exceeded the AdvancED network average by .09, and supported the stakeholder and student interviews. The team recorded words such as family, innovative, intense, trailblazer, and quality from multiple stakeholders.

The Well-Managed Learning Environment was the highest scoring environment of all seven of the eleot™ environments. Across the 621 observations the team conducted, 93% of classroom observations showed students speaking and interacting respectfully with teachers and peers (F-1). Sixty-eight percent of classroom observations reported some collaboration with other students during student-centered activities (F-4). One student stated, "I enjoy coming to school. My work is challenging, and I feel prepared."

The Supportive Learning Environment (C) was scored at 3.14, which exceeded the AdvancED Network Average of 3.07. Interestingly, the two sub-group items that focused on student's attitude with respect to classroom learning and learning experiences were scored at 3.34 (C-2) and 3.30 (C-1) respectively. Item C-5 was scored at a 2.71; however, 62% of the classroom observations indicated additional/alternative instruction and feedback were provided at the appropriate level of challenge for student needs to be very evident. In fact,

one teacher stated, "We work every day to make sure students learn through varied approaches and opportunities."

Further, the team aligned the eleot™ results with the indicators and provided a strong triangulation between indicator scores, eleot™ scores, and interviews with stakeholders. The supportive learning environment, specifically item C-5, provided additional support to continue to systematically align research-based instructional strategies that meet the needs of all students (Indicators 3.3, 3.6, 3.12).

The Active Learning Environment (D) was scored at 2.98, which was just slightly above the AEN average of 2.94. Ninety-eight percent of the team members found both dialogue and discussions with teachers and other students, and an active engagement in the learning process to be very evident. Also, making connections from content to real life was scored at a 3.11/4.00.

Lock-step with the team's deliberations and scoring the Active Learning Environment and the High Expectations Environment showed similar trends. High Expectations exceeded the AEN average by .09, and found students striving to meet the high expectations of the teachers (B-1). Eighty-two percent of the team scored B-1 at very evident or evident. One parent stated, "They [teachers] expect my son to do well."

The eleot™ observational battery, throughout all seven environments, supported observation data by team members. Digital Learning (G) and Progress Monitoring (E) were the only two environments that were scored slightly below the AEN averages. Digital Learning was scored only .04 below the AEN average at 1.83. Progress Monitoring was scored at a 2.80 as compared to the AEN average 3.08. Those environments supported two Opportunities for Improvement. The need to maintain and monitor a process of continuous improvement (Indicator 1.4) and the continued development of a technological backbone to support the system's vision (Indicator 4.6) were identified. One administrator stated with excitement, "We are dedicated to making sure our students live in a digital world."

The board of education provided incredible support for the leadership and staff to ensure effective administration and opportunities for professional learning (Indicators 2.1, 2.2, 3.7, 4.4). That commitment painted a tapestry of innovation and support for children. The team found that the board provided support for the continuation and enhancement of digital learning and technology in the classroom. Further, the team noticed that developmental protocols were in place to continue to support student learning and instructional innovations.

The eleot™ scores aligned and supported the team's findings with respect to standards and indicators. Standard Three, specifically indicators 3.1, 3.4, and 3.7, were mirrored in the Supportive Learning and Well-managed Learning Environments. The system scores rose above the eleot™ AEN average by .27.

The team found students engaged in the learning process, polite, not afraid to take risks in learning, positive, and aware of the policies and procedures of the school. That alignment between the eleot™ results and the indicators is powerful and suggests to the system that validity rests in and among the indicators of eleot™ and the standards.

Further support, with respect to the eleot™ findings, was evident in the artifacts and during interviews. The engagements of families and the support services provided by the system were very impressive. Receiving the 2014 Broad Prize for excellence in urban education, extensive community support through 62,617 volunteers, and the impressive passage of a half-penny sales tax all added to the support of the eleot™ findings and the team's deliberations.

Finally, with respect to resources and support systems, the team found a plethora of specific initiatives tasked to provide materials, resources, and instructional strategies to support the improved learning of all students. The system monitored compliance for more than \$188 million in grant funding from local, state, federal, and foundation sources. The system's Philanthropic Strategic Plan has been well-received and boasts approximately \$16 million in commitments. These aforementioned data secured a link between the eleot™ scores and the four Powerful Practices. One parent stated, "We are proud of our school."

The External Review Team found a very impressive link between the Powerful Practices, Opportunities for Improvement, Improvement Priorities, and the eleot™ results. Discussions with stakeholders, and the review of a plethora of artifacts, further supported the team's deliberations. The overall team deliberations that followed the learning environment observations were lock-step with the eleot™ results as well.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.54	Has differentiated learning opportunities and activities that meet her/his needs	17.35%	40.10%	21.93%	20.62%
2.	3.28	Has equal access to classroom discussions, activities, resources, technology, and support	38.79%	51.39%	9.00%	0.82%
3.	3.16	Knows that rules and consequences are fair, clear, and consistently applied	36.66%	47.63%	10.47%	5.24%
4.	1.91	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	11.29%	18.66%	19.80%	50.25%
Overall rating on a 4 point scale: 2.72						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.16	Knows and strives to meet the high expectations established by the teacher	36.17%	45.50%	16.37%	1.96%
2.	3.11	Is tasked with activities and learning that are challenging but attainable	32.90%	48.94%	14.73%	3.44%
3.	2.45	Is provided exemplars of high quality work	20.95%	29.13%	23.57%	26.35%
4.	2.95	Is engaged in rigorous coursework, discussions, and/or tasks	29.30%	42.39%	21.93%	6.38%
5.	2.82	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	27.50%	38.30%	22.75%	11.46%
Overall rating on a 4 point scale: 2.90						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.30	Demonstrates or expresses that learning experiences are positive	42.39%	46.64%	9.98%	0.98%
2.	3.34	Demonstrates positive attitude about the classroom and learning	44.19%	46.81%	8.18%	0.82%
3.	3.13	Takes risks in learning (without fear of negative feedback)	36.33%	44.84%	14.08%	4.75%
4.	3.24	Is provided support and assistance to understand content and accomplish tasks	41.24%	44.03%	12.27%	2.45%
5.	2.71	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	25.53%	37.64%	18.66%	18.17%
Overall rating on a 4 point scale: 3.14						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.11	Has several opportunities to engage in discussions with teacher and other students	36.01%	42.39%	18.49%	3.11%
2.	2.55	Makes connections from content to real-life experiences	22.91%	30.61%	24.55%	21.93%
3.	3.27	Is actively engaged in the learning activities	44.35%	40.10%	13.58%	1.96%
Overall rating on a 4 point scale: 2.98						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.82	Is asked and/or quizzed about individual progress/learning	24.22%	44.19%	20.62%	10.97%
2.	3.01	Responds to teacher feedback to improve understanding	28.31%	48.94%	18.49%	4.26%
3.	3.03	Demonstrates or verbalizes understanding of the lesson/content	28.48%	50.90%	16.04%	4.58%
4.	2.43	Understands how her/his work is assessed	14.57%	36.82%	25.53%	23.08%
5.	2.72	Has opportunities to revise/improve work based on feedback	24.06%	39.93%	20.29%	15.71%
Overall rating on a 4 point scale: 2.80						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.47	Speaks and interacts respectfully with teacher(s) and peers	54.34%	38.79%	6.38%	0.49%
2.	3.42	Follows classroom rules and works well with others	50.74%	40.75%	8.02%	0.49%
3.	3.05	Transitions smoothly and efficiently to activities	40.75%	34.86%	12.60%	11.78%
4.	2.86	Collaborates with other students during student-centered activities	36.17%	31.91%	13.58%	18.33%
5.	3.34	Knows classroom routines, behavioral expectations and consequences	45.01%	45.50%	8.18%	1.31%
Overall rating on a 4 point scale: 3.23						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.01	Uses digital tools/technology to gather, evaluate, and/or use information for learning	14.40%	19.64%	18.17%	47.79%
2.	1.65	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	12.11%	10.15%	8.35%	69.39%
3.	1.72	Uses digital tools/technology to communicate and work collaboratively for learning	11.29%	11.78%	14.08%	62.85%
Overall rating on a 4 point scale: 1.79						

Findings

Improvement Priority

Deploy a process to systematically align research-based instructional strategies across the entire system that meets the needs of all learners.

(Indicator 3.3, Indicator 3.6, Indicator 3.12)

Primary Indicator

Indicator 3.3

Evidence and Rationale

The team found the need to continue to refine and systemically align research-based instructional strategies that meet the needs of all learners with curriculum, technology, and pedagogy. The team did find a unique marriage with curriculum, instruction and digital learning. Curriculum, instruction, and digital learning have strengthened their partnership with the scope and sequence and Measurement Topic Plan (MTP) Project (OCPS Self Assessment, p. 30, 2015). However, the systematic alignment across the entire system with respect to instructional strategies was not apparent. Further, the team found that information gathered from the accreditation report, interviews, and classroom observations provided little evidence that a formal comprehensive system-wide procedure was being used in analyzing and using data to drive instructional decisions to meet individual student needs. Throughout the eleot™ observations there was very little evidence of students using technology as a tool to gather or use information for learning, conducting research, solving problems, and communicating or working collaboratively to solve problems. Specifically, Items G-1, G-2, and G-3 produced a mean score of 1.79/4.00. Further, almost 70% of the classroom observations did not reflect the use of technology to conduct research, solve problems, or work collaboratively. The team was aware of a system wide long-range capital improvement plan that allocated capital dollars for high-quality infrastructures and equipment. That plan is robust and is the foundation for support. However, the student usage of

technology with respect to the gathering of information through collaborative pedagogy, research-based learning, and the evaluation of information was limited. The system scored Indicators 3.3, 3.6, and 3.12 with a 2.00/4.00. One administrator stated, "We work daily on instructional strategies, including technology that meets the needs of everyone -- everyday."

The implementation of personalized differentiated strategies and the implementation of authentic learning experiences increase student achievement when combined with the purposeful use of data and technology. Structured alignment between curriculum, technology, and pedagogy is vital to the foundation for increased student achievement.

Improvement Priority

Establish and maintain a system-wide standards-referenced grade reporting system.

(Indicator 3.10, Indicator 5.1)

Primary Indicator

Indicator 3.10

Evidence and Rationale

Through interviews it was discovered that grading policies, processes, and procedures were not consistently evident or evaluated by course, subject, or grade level. Standards-based reporting was one option to improve grading and inform instruction in order to give meaning to grades for students and parents. The team did not find a consistent approach to any reporting process. The team did find a plethora of data that reflects student achievement. The team also found a System Strategic Plan, System Improvement and Assistance Plan (DIAP), and a School Improvement Plan for each school. However, policies were not consistent, evident, or evaluated by course with respect to grade reporting in all areas.

Ensuring that explicit grading expectations are established and monitored will assist with overall consistency across courses and grade levels in all schools.

Improvement Priority

Implement training and professional development for support staff in the analysis and use of data.

(Indicator 5.2, Indicator 5.3)

Primary Indicator

Indicator 5.2

Evidence and Rationale

The team found the need to design and implement a comprehensive assessment procedure that includes rigorous professional development for all support and professional staff throughout the system in the measurement, interpretation, and use of data to guide continuous improvement and support learning. During interviews and the review of artifacts, the External Review Team found evidence to indicate that professional development in the interpretation and use of data for Orange County Public School (OCPS) employees is

available via the Internet for professional staff. Additionally, a three-hour rigorous online training on the interpretation of data is provided to instructional leaders through the Professional Development Services Department. However, a need to provide training to the support staff in the analysis and use of data was identified by the team. While the use and analysis of data are ongoing needs for all professional staff, the team found little evidence for that process for support staff.

A comprehensive assessment system that includes rigorous professional development for all staff throughout the system in the evaluation and use of data ensures that uniform protocols and procedures are implemented across the system. These uniform processes will include continuously collecting and analyzing information in order to support student learning from a range of formative and summative data sources. Further, the team found that information gathered from the accreditation report, interviews and classroom observations provided little evidence that a formal comprehensive system-wide procedure was being used in analyzing and using data to drive instructional decisions to meet individual student needs.

Opportunity For Improvement

Ensure that every student is assigned an adult advocate.

(Indicator 3.9)

Primary Indicator

Indicator 3.9

Evidence and Rationale

The team found many schools providing organized mentoring and support programs for students. However, the team was unable to find a formalized approach to ensure all students have an advocate. The team found several partnerships that are being used, such as Elevate Orlando, COMPACT (Orlando/Orange County business and education partnership), and City Year Orlando. However, the programs did not provide a one-to-one advocate/student relationship, and they were not pervasive throughout the system. The system has also identified this area as a need for improvement. The team found the beginnings of an adult advocate program; however, the need to formalize the program system wide and provide one-on-one advocacy is needed.

Students face a plethora of issues that many years ago were birthed from adult issues and adult times, and face an ever changing, digital landscape filled with challenges and adult issues. Students need an advocate who can speak on their behalf, intervene when needed, and align student goals to a positive and progressive future.

Powerful Practice

Orange County Public Schools provide a comprehensive program of professional learning opportunities.

(Indicator 3.7)

Primary Indicator

Indicator 3.7

Evidence and Rationale

The team found numerous and very aggressive commitments in the support of the foundational mechanisms required to provide Professional Learning Communities (PLC) to the staff. Staff is expected to participate in collaborative learning structures that meet both informally and formally. The PLC structure is delivered through a coaching cycle partnership between the system's curriculum and instruction department and the system's geographic learning communities. Coaching teams include English Language Arts (ELA), math, and science at the elementary level and reading, ELA, math, and science at the secondary level. English Language Learners (ELL), Exceptional Student Education (ESE), Multi-tiered System of Supports (MTSS), and Marzano also provide a robust framework for professional learning opportunities.

Professional development that is reflective of data that are valid and current with respect to student achievement, pedagogical protocols, and organizational strategies provide a vital and significant center for change. Organizations that continue to develop learning communities that are ongoing and current allow for sustainable progress through the dynamics of teamwork and the monitoring of various metrics.

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.	2.94	2.62
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.	2.79	2.63
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.	2.85	2.89
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.	2.45	2.61

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.	3.42	2.95
2.2	The governing body operates responsibly and functions effectively.	3.48	2.92
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.	2.97	3.12
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.09	2.97
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.94	2.67

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.	2.91	2.76

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	3.03	3.36
Stakeholder Feedback Results and Analysis	3.03	3.04

Findings

Opportunity For Improvement

Develop and monitor a process of continuous improvement to ensure systemic implementation.
(Indicator 1.4)

Primary Indicator

Indicator 1.4

Evidence and Rationale

The team was not able to find a systematic approach to school-based improvement plans. The system has begun to improve the process of school-based improvement planning through “continued training and communication regarding a systematic approach to the improvement of achievement and instruction that is aligned with the systems purpose” (OCPS Self Assessment, p.18, 2015). The team found the beginnings of formalized and consistent observation and feedback systems for instruction that aligned and heightened the day-to-day instruction based on common interim assessment data. The development and monitoring of a process of continuous improvement is vital. The system scored themselves in their Self Assessment a 1.4/4.0. The beginnings are in place for a very robust, systematic, and progressive model of continuous improvement

for all schools. One administrator stated, “We are working hard on standardization and continuity.”

Continuous improvement between and among schools within a system is crucial. A link to system goals and mission statements is the foundation for school developed plans. However, the direction for all schools is provided by the system, and the individualization is a product of a systematic process shared by all.

Opportunity For Improvement

Provide a fully developed systemic foundation for innovation in day-to-day operations.

(Indicator 2.3)

Primary Indicator

Indicator 2.3

Evidence and Rationale

The team found varied programs, strategies, and practices in place throughout the system to develop a system-wide foundation for day-to-day innovation. However, there did not appear to be a fully developed system-wide footprint for the sharing of thoughts with respect to innovation and changes in day-to-day operations. The system did have in place “Learning Community” protocols. Those protocols reflected an improved communication between and among schools and staff. Five system goals (OCPS, Self Assessment, p. 22, 2015) are in place and are currently aligning school and leader practices. However, the team found evidence that this approach was strong but not system-wide with respect to day-to-day operations. Continued work to provide a foundation for a system-wide process that would encourage innovation in the day-to-day operations would be a great addition to the current process.

Day-to-day operations provide a direct impact to all staff. Communication, stakeholder involvement, and staff ideas provide reflective data for the current operations and encourage ideas from multiple stakeholder groups.

Powerful Practice

The Orange County School Board and Superintendent, through effective operational and student-based policies, operate responsibly and function effectively.

(Indicator 2.2)

Primary Indicator

Indicator 2.2

Evidence and Rationale

The team found a culture that was pervasive and undergirded the notion of family, community quality and support. Further, the team interviewed all eight board members, and their commitment to the students of the system was uncommon. The board embraced their superintendent, relied on their professional staff to make recommendations, and provided research-based direction so all students can learn.

The voters passed a very impressive one-half percent tax renewal in 2014 to renovate and repair old schools.

Three months later, the system renewed an additional one millage in property taxes to support the system. One stakeholder stated, “We support our board and superintendent. They are working for our children.” The procurement services were recognized in 2013 and 2014 with the Achievement of Excellence Award from the National Procurement Institute. The food and nutrition services, numerous individual schools, and a plethora of recognitions and awards have been earned by various system staff.

A governing body is vital to the success of any organization. Policy is the legislative force that sets the vision and mission for an organization. Successful school boards understand the various roles in an organization, and they support the efforts of those who are charged with the deployment of policy.

Powerful Practice

The team honors the Orange County School Board for establishing policies and support practices that ensure effective administration of its system and its schools.

(Indicator 2.1)

Primary Indicator

Indicator 2.1

Evidence and Rationale

Orange County Public Schools essentially uses a “system within a system” model to effectively and efficiently perform its day-to-day operations. Orange County exists within an area of 903 square miles, serves nearly 200,000 students and contains 184 traditional schools. Managing the nation’s 10th largest school system required a unique administrative plan. The county was divided as evenly as possible into geographical regions based on location and population concentrations. That arrangement resulted in six divisions, each of which has an assistant superintendent who is a reciprocal conduit for information and actions.

The system embraces a single mantra, “One vision, one voice.” It also embraces a single mission and a very robust strategic plan that was developed in 2011 and augmented in 2013 following a diagnostic audit of the system’s strengths and weaknesses. Currently, the board has refreshed the plan for the next five years. This plan, coupled with a very impressive cadre of metrics designed to monitor student achievement, has enforced the markers that undergirded the system’s national recognition as a 2014 Broad Prize co-winner.

In order to ensure effective flow of information, provide direction, and monitor the daily operations of an extremely large school system, it is imperative that the board uses an organizational structure to accomplish such a task. The Orange County School Board has successfully adopted and implemented a structure that achieves those results. Research suggests that organizational designs that are servant-leader driven provide for impressive and innovative ideas that are lock-step with a common vision and mission.

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.	3.00	2.92
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.	2.85	2.93
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.79	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.	3.24	2.63

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.	2.24	2.74
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.30	2.54
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.	2.64	2.66
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.	2.36	2.60

Findings

Opportunity For Improvement

Provide technological infrastructures designed to equip and support the system’s vision.

(Indicator 4.6)

Primary Indicator

Indicator 4.6

Evidence and Rationale

The team found the need to strengthen various initiatives designed to bring all schools to an equitable level of digital resources and curriculum. The eleot™ reported that Digital Learning was scored at a 1.79 and was below the AEN average of 1.83. Those results indicated that while technology and digital instructional protocols may have been available, the use by the students was somewhat limited. Further, evidence gathered through interviews with stakeholders and observations by team members revealed a disparity in allocation of technological resources. Some schools had STEM initiatives that provided state-of-the-art technologies while other schools provided minimal access to technological resources at the classroom level. This scope included technology, infrastructure, and digital resources.

Ensuring greater equitability of technological resources enables all students to access and master 21st Century skills and experiences and provide an opportunity for greater student academic achievement.

Powerful Practice

The system’s strategic plan maximizes resources within the community to support the purpose and direction of the Orange County Public Schools.

(Indicator 4.4)

Primary Indicator

Indicator 4.4

Evidence and Rationale

The system's strategic resource management plans maximize resources within the community to support the purpose and direction of Orange County Public Schools. The team found multiple sources of evidence that support strategic resource management. The system's success in passing a 1.0 millage and a half-cent sales tax demonstrated strong community support for the purpose and direction of the system. Business and community partnerships have been fostered to be mutually beneficial for both businesses and to meet the diverse needs of the students.

The system has developed and implemented a Philanthropic Strategic Plan to ensure giving efforts are matched with the purpose and direction of the system. Strategic planning for the Foundation for Orange County Public Schools also provides sustained fiscal resources. The Orange County Public Schools Grant Writing Department seeks to secure multiple avenues to support system initiatives.

Research suggests that strategic planning, tasked to provide direction to the system's vision and mission, is a significant part of successful organizations. Stakeholders, staff, community, and experts should all be part of the planning, discourse, and ultimate development of the plan.

Conclusion

The team found several themes that emerged as they reviewed the system with respect to the Index of Educational Quality (IEQ). Those three areas provided the framework for diagnosing and revealing institutional performance through AdvancED Accreditation. Leadership Capacity (Standards 1 and 2 and Stakeholder Feedback); Teaching and Learning Impact (Standards 3 and 5 and Student Performance Diagnostic); and Resource Utilization (Standard 4) combined to provide themes that were directly related to student success and organizational effectiveness.

Overall, the team developed a "review theme" they shared with the system and the board. The team felt the Orange County Public Schools (system) was an innovative urban system committed to a culture of progress, success, and passion while embracing its vision and mission through the involvement of families and community.

Team members recorded words such as focus, innovative, family, quality, diverse, united, trailblazer and driven from many of the 1,629 stakeholders interviewed. Excellence, structured, student focused, and excellence also were recorded from many of the stakeholders interviewed. One parent stated, "We [system] are large but we are a family." It was that notion of family, shared by many stakeholders and staff, which undergirded Governance and Leadership. The team honored the board and the superintendent with two Powerful Practices (Indicators 2.1 and 2.2).

The system currently enjoys strong support from stakeholders, and there is a high level of trust for system and school leadership. That trust manifested itself in an average score of 2.75 for Standard One, and a 3.13 for Standard Two. Indicator 1.1 was scored by the team at 2.94/4.00. The system engaged in a systematic, inclusive and comprehensive process to review and communicate a system-wide purpose for all students. That score rose nicely above the AdvancED Network Average (AEN) of 2.62.

The team found that Indicators 2.1 and 2.2 supported Powerful Practices. Both indicators were above the AEN averages by an average of .47 and provided support for recognition. Orange County Public Schools essentially uses a "system within a system" model to effectively and efficiently perform its day-to-day operations.

While the team found the board and superintendent operate responsibly and function effectively, the team encouraged the system to develop, monitor, and maintain a process of continuous improvement (Indicator 1.4) and to continue to provide a foundation for system-wide innovation in day-to-day operations (Indicator 2.3). Interestingly, the team and the system during their self-assessment found varied levels of school based improvement plans in place. However, the team was not able to find a systematic approach to school-based improvement plans. The system has begun to improve the process of school-based improvement planning through "continued training and communication regarding a systematic approach to the improvement of achievement and instruction that is aligned with the systems purpose" (OCPS Self Assessment, p.18, 2015).

Further, the team found the beginnings of formalized and consistent observation and feedback systems for instruction that aligned and heightened the day-to-day instruction based on common interim assessment data.

However, there was marginal consistency across the system for a singular and formalized observation and feedback system for instruction that aligns and heightens the day-to-day instruction based on common interim assessment data.

The system did have in place Learning Community protocols. Those protocols reflected an improved communication between and among schools and staff. The five system goals (OCPS, Self Assessment, p. 22, 2015) were in place, and are currently aligning school and leader practices. However, the team found evidence that this approach was strong but not system-wide with respect to day-to-day operations. Continued work to provide a foundation for a system-wide process that would encourage innovation in the day-to-day operations would be a great addition to the current process.

The aforementioned Opportunities for Improvement are reflective of an ongoing commitment to support all learners in a very large system. The system and the team both found similar challenges as outlined by the aforementioned opportunities, and both the system and the team recognized the complexities of a large, diverse, urban center with respect to system-wide programs.

The system embraced a single mantra in its attempt to unify a system approach, "One vision, one voice." It also embraced a single mission and a very robust strategic plan that was developed in 2011 and augmented in 2013 following a diagnostic audit of the system's strengths and weaknesses. Currently, the board has refreshed the plan for the next five years. This plan, coupled with a very impressive cadre of metrics designed to monitor student achievement, enforced the markers that undergirded the system's prestigious national recognition as a 2014 Broad Prize co-winner. The Broad Prize for Urban Education was established in 2002. It is the largest education award in the country given to school systems. The prize is awarded each year to honor urban school systems that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among low-income students and students of color.

The achievement gap, stakeholder feedback surveys, and student diagnostics showed improvement in closing the achievement gaps between groups. Stakeholders also responded and shared the notion that, "our school [Orange County Schools] is improving and attempting to individualize instruction." While the team found improvement in many areas of instruction and recorded the citation for the Broad Prize, improvement areas were identified by both the system and the team with respect to system-wide intervention, instructional strategies, and grading. One administrator stated, "We are working hard to educate every child so they can succeed equally with respect to achievement. We never stop trying to improve student performance."

During stakeholder interviews the recurring theme of "progress, passion, and success" was very evident. The resounding words of "family, pride, innovation" rang from multiple stakeholders. Parents praised the administrators and faculty members who worked unselfishly with their children. Numerous community members spoke of the many partnerships formed between the schools and businesses. One parent stated, "We are very big; however, we know they [system] care."

The voters passed a very impressive one-half percent tax renewal in 2014 to renovate and repair old schools. Three months later, the Orange County Public Schools system renewed an additional one millage in property

taxes to support the system. One stakeholder stated, "We support our board and superintendent. They are working for our children and spending dollars as best they can."

The system's procurement services were recognized in 2013 and 2014 with the Achievement of Excellence Award from the National Procurement Institute. Food and nutrition services, numerous individual schools, and a plethora of recognitions and awards have been earned by various system staff.

The system, under the policy guidance of the board, received numerous other awards and recognitions. The superintendent has also been recognized for her leadership, dedication to student achievement, and the notion that all learners are important and aligned to a system's vision and voice.

The system established three goals for Governance and Leadership. Those goals were 1) an intense focus on student achievement; 2) high-performing and dedicated teams; and 3) sustained community engagement. The team supported and discussed those goals and the team's Opportunities for Improvement and Improvement Priorities provide direction for their fulfillment.

The mantra of "One Vision, One Voice" provided a foundation for Teaching and Learning (Standards 3 and 5). Those two standards combined to include 17 indicators, and produced a mean score of 2.60 for Standard Three, and a 2.45 for Standard Five. Together, the team integrated eleot™, artifacts, and interviews.

The team, during deliberations, found many and varied initiatives in place with respect to teaching and learning. The team honored the system for providing a comprehensive program of professional learning opportunities.

The team found numerous and very aggressive commitments in the support of the foundational mechanisms required to provide Professional Learning Communities (PLC) to staff. Staff is expected to participate in collaborative learning structures that meet both informally and formally. The PLC structure is delivered through a coaching cycle partnership between the system's Curriculum and Instruction Department and the system's geographic learning communities.

Coaching teams included elementary English Language Arts (ELA), math, and science, and reading, ELA, math, and science at the secondary level. English Language Learners (ELL), Exceptional Student Education (ESE), Multi-tiered System of Supports (MTSS), and Marzano also provided a robust framework for professional learning opportunities.

The team, during school visits, interviewed many members of the PLC and found a very dedicated staff that was responsive and dedicated to changing demographics and the desire to educate every child. Finally, the team was impressed by the various funding sources that were leveraged to help support the PLC model. One teacher reflected and stated, "We have unbelievable support for teaching. We ask and they [Learning Communities] assist us [teachers]."

The team, however, found the need for the system to continue to align research-based instructional strategies

that meet the needs of all learners (Improvement Priority, Indicators 3.3, 3.6, and 3.12). This need was recognized by the system, and measures are in place to continue the research-based alignment.

The team did find a unique marriage with curriculum, instruction and digital learning. Curriculum, instruction, and digital learning have strengthened their partnership with the scope and sequence and Measurement Topic Plan (MTP) Project (OCPS Self Assessment, p. 30, 2015). However, the systematic alignment across the entire system with respect to instructional strategies was not apparent.

Further, the team found that information gathered from the accreditation report, interviews and classroom observations provided little evidence that a formal comprehensive system-wide procedure was being used in analyzing and using data to drive instructional decisions to meet individual student needs.

Throughout the eleot™ observations there was very little evidence of students using technology as a tool to gather or use information for learning, conducting research, solving problems, and communicating or working collaborative to solve problems. Specifically, Items G-1, G-2, and G-3 produced a mean score of 1.79/4.00. Further, almost 70% of the classroom observations did not reveal the use of technology to conduct research, solve problems, or work collaboratively.

The team was aware of a system-wide long-range capital improvement plan that allocated capital dollars for high quality infrastructures and equipment. That plan was robust and was the foundation for support. However, the student usage of technology with respect to the gathering of information through collaborative pedagogy, research-based learning, and the evaluation of information was limited.

In conjunction with eleot™ the system scored Indicators 3.3, 3.6, and 3.12 with a 2.00/4.00. One administrator stated, "We work daily on instructional strategies, including technology that meets the needs of everyone - everyday."

The team also issued an Improvement Priority for the establishment and maintenance of a system-wide standards-referenced grade reporting system (Indicators 3.10 and 5.1). The system began work on this issue, and the discourse within each Learning Community supported progress on system-wide grading.

Through interviews it was discovered that grading policies, processes, and procedures were not consistently evident or evaluated by course, subject, or grade level. Standards-based reporting was one option to improve grading and would inform instruction in order to give meaning to grades for students and parents. The team did not find a consistent approach to any reporting process.

Indicators 5.2 and 5.3 provided an Improvement Priority for the system. The team found a need for the system to implement training and professional development for support staff in the analysis and use of data. There was a need for the system to design and implement a comprehensive assessment procedure that included rigorous professional development for all support and professional staff throughout the system in the measurement, interpretation, and use of data to guide continuous improvement and support learning.

During interviews and review of artifacts the team found evidence to indicate that professional development in the interpretation and use of data for Orange County Public School (OCPS) employees is available via the Internet for professional staff. Additionally, a three-hour rigorous online training on the interpretation of data was provided to instructional leaders through the Professional Development Services Department. However, a need to provide training to the support staff in the analysis and use of data was identified by the team. While the use and analysis of data are an ongoing need for all professional staff, the team found little evidence supporting that process for support staff.

With respect to Opportunities for Improvement, the team found the need for the system to ensure that every student is assigned an adult advocate. Indicator 3.9 outlines the current need to provide one-on-one support to all students every day. Many schools provided organized mentoring and support programs for students. However, the team was unable to find a formalized approach to ensure all students have an advocate. There were several partnerships that were being used, such as Elevate Orlando, COMPACT (Orlando/Orange County business and education partnership), and City Year Orlando. The programs did not provide a one-to-one advocate/student relationship, and they were not pervasive throughout the system. The system also identified student advocacy as a need for improvement. There were beginnings of an adult advocate program; however, the need to formalize the program system wide and provide one-on-one advocacy is needed.

The team recognized the system for their honest and detailed self-assessment. The system listed areas of opportunity for Standards Three and Five as well. They highlighted the need to continue to enhance and strengthen collaborative learning communities across the system. They also identified, as did the team, the need to provide adult advocates for all students, a continuous program of professional learning for all staff, and the continued interpretation and use of data.

Standard Four was scored with a mean of 2.67. The most impressive indicators with respect to resources were Indicators 4.1 and 4.4. The system made an impressive commitment toward establishing a systematic process to recruit, employ, and retain a qualified professional and support staff that reflects the diversity of the student population. Stakeholder feedback, documentation, and team member observations indicated a strong process of recruiting and developing a diversified professional and support staff at all levels. This practice is notable as the presence of role models from represented cultures supports the social and emotional needs of a diverse population. In support of that strong commitment toward the recruitment of qualified staff, the team honored the Orange County Public Schools with a Powerful Practice (Indicator 4.4) for their strategic plan that maximized resources within the community to support the purpose and direction of the system.

The team found multiple sources of evidence that supported strategic resource management for Orange County Public Schools. The system's success in passing a 1.0 millage and a half-cent sales tax demonstrated strong community support for the purpose and direction of the system. Business and community partnerships have been fostered to be mutually beneficial for both businesses and to meet the diverse needs of the students.

The system developed and implemented a Philanthropic Strategic Plan to ensure giving efforts were matched with the purpose and direction of the system. Strategic planning for the Foundation for Orange County Public

Schools also provided sustained fiscal resources. The Orange County Public Schools Grant Writing Department seeks to secure multiple avenues to support system initiatives. During the review of Standard Four the team did find the need to provide technological infrastructures to equip and support the system's vision (Indicator 4.6). The team found the need to strengthen various initiatives designed to bring all schools to an equitable level of digital resources and curriculum.

eleot™ results showed that the Digital Learning Environment was scored at a 1.79, and was below the AEN average of 1.83. Those results indicated that while technology and digital instructional protocols may have been available the use by the students was somewhat limited.

Further, evidence gathered through interviews with stakeholders and observations by team members revealed a disparity in allocation of technological resources. Some schools had STEM initiatives that provided state-of-the-art technologies while other schools provided minimal access to technological resources at the classroom level. This scope included technology, infrastructure, and digital resources.

eleot™ provided an interface with the team's indicator scores and highlighted several learning environments that were directly tied to Improvement Priorities and Opportunities for Improvement. Digital Learning (1.79), and Equitable Learning (2.72) reflect the team's findings and deliberations with respect to indicator results.

Continued upgrades to technology and the enhancement of policies that provide for a robust system wide standards-referenced grade reporting system, a system wide professional development plan for all staff in data interpretation and use, and the pedagogical methods that support the use of data in all classrooms to inform instruction and enhance learning for every child were part of the system's and team's assessments.

The team was tasked with the review of the Orange County Virtual School (OCVS). The team reviewed the school using their Self Assessment as a material artifact for the review. One team member was assigned to that school for the review. That team member was part of the whole team, scored with all other team members, and provided the scores for the virtual school.

The Orange County Virtual School is a virtual school that operates under the Orange County School System. The school is entering its third (3rd) year of operation as a public school and focuses on providing educational opportunities for public, private and home schooled students who reside in Orange County. The curriculum consists of 75 courses including advanced placement courses. The OCVS is a choice school and provides tremendous flexibility for its students who work and require non-traditional settings. The school has grown from 218 students to 514 students today. The school is staffed by 13 certified professional staff and three support and clerical staff.

Students take a variety of research-based assessments which provide data to identify learning trends and learning gaps. Eighty-five percent of the students in 4th and 8th grades were proficient in writing as shown by the results of the state writing assessment. Eighty-one percent of the students scored with proficiency, and 67% percent of the students scored with proficiency in math. Interestingly, OCVS has many students participating in varied educational programs. Run Club, Science Club, International Club, and the Do

Something Club are a few of those opportunities. OCVS is working to increase their partnership with the brick and mortar schools to increase enrollment.

The team, through the team specialist, scored the virtual school at or above their Self Assessment scores in every indicator. In fact, the team scored OCVS in eight areas higher than the school scored itself. Indicators 3.3, 3.7, 3.9 and 3.11 were all scored at 4.0/4.0. OCVS has a process of student advocacy, a program of professional development, and a diverse battery of instructional practices facilitated by technology and staff interactions. Indicator 2.1 was scored by the team 4.0/4.0. The administration of OCVS is excited and dedicated to the growth of the school. Further, the Orange County School Board and Superintendent support the innovative work of OCVS, and provide strategic resources for the development of the school.

Finally, Indicator 4.6 was also scored as a 4.0/4.0. The virtual school works to meet the needs of all students, support physical, emotional and educational issues that challenge students, and provide a holistic education through technology for all students. Orange County Virtual School uses data from various assessment batteries to ensure that students who demonstrate a need for remediation in reading are provided instruction. The team recommended the Orange County Virtual School for Accreditation with the system's accreditation recommendation. The symbiotic relationship between the system, other schools, and OCVS is very impressive.

The team, with respect to the system accreditation, scored 54% of the 41 indicators above the system's score on their self-assessment. The team scored 43% of the indicators slightly below the system, and interestingly, of those 15 indicators, the mean difference was only .21. The agreement between the team and the system's self-assessment was very impressive. One administrator stated, "We did our best to be accurate and do a thorough assessment of our system."

The system has in place an impressive cadre of accomplishments, initiatives and changes. The notion of learning communities is dynamic and pervasive, providing the system with a firm organizational platform for the future. The deliberate alignments of school and leader practices with the system's five strategic goals have provided a footprint for system-wide continuous improvement and student growth.

Those goals have birthed an equitable and challenging curriculum and produced data that suggest the closing of many achievement gaps within and among varied groups. The system continually works on the analysis and application of various instructional and achievement metrics so every child can learn.

Improved instructional practices have been fortified by a systematic, inclusive, and comprehensive process to review and revise a system-wide purpose so changes and improvements can flow naturally across the communication matrix of stakeholders and staff. Similarly, the leadership of Orange County Public Schools has a plan for continued improvement for the 10th largest system in the United States and the approximately 200,000 students they serve. Continued visionary planning, fiscal responsibility, and a strong commitment to the students from all stakeholders will ensure the success of all students in the system. The Orange County Public Schools system can use their current initiatives and engage the AdvancED Opportunities and Improvement Priorities easily. In fact, most of those items are lock-step with the system's self-assessment.

The AdvancED External Review Team found a natural connection between the final scores for all indicators, the Opportunities for Improvement, and the Improvement Priorities. In many cases the team found similar challenges as did the system in the self-assessment. The team scored a number of the 35 indicators at or above the system's scores. In the areas where the team scored below the system, the variances were minimal. The team believed this parallel view of the system provided a firm foundation for the system's success, and it allowed the team's findings to be internalized very quickly. One administrator stated, "We have learned from this [AdvancED] process."

Using the work the Orange County Public Schools has already begun, the incredible and powerful notion of "family and vision," and a dynamic passion for their students, the system should be able to engage and significantly complete the AdvancED team's Improvement Priorities, monitor progress of the Opportunities for Improvement, and use those as a roadmap for the growth and success of all students. One student stated, "I am proud to be here [Orange County Public Schools]."

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:

- Deploy a process to systematically align research-based instructional strategies across the entire system that meets the needs of all learners.
- Establish and maintain a system-wide standards-referenced grade reporting system.
- Implement training and professional development for support staff in the analysis and use of data.

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	284.85	278.34
Teaching and Learning Impact	283.11	268.94
Leadership Capacity	299.27	292.64
Resource Utilization	267.80	283.23

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
Acceleration Academy East	247.62	263.64	257.14	253.85
Acceleration Academy West	233.33	272.73	271.43	251.28
Aloma Elementary School	247.62	254.55	271.43	253.85
Andover Elementary School	257.14	281.82	242.86	261.54
Apopka Elementary School	266.67	254.55	271.43	264.10
Apopka High School	238.10	263.64	228.57	243.59
Apopka Middle School	285.71	327.27	300.00	300.00
Arbor Ridge K-8	247.62	300.00	257.14	264.10
Audubon Park Elementary School	242.86	300.00	300.00	269.23
Avalon Elementary School	280.95	290.91	300.00	287.18
Avalon Middle School	233.33	254.55	271.43	246.15
Azalea Park Elementary School	228.57	300.00	300.00	261.54
Bay Meadows Elementary School	271.43	281.82	257.14	271.79
Beta	276.19	290.91	271.43	279.49
Blankner K-8	214.29	272.73	228.57	233.33
Bonneville Elementary School	242.86	254.55	242.86	246.15
Bridgewater Middle School	295.24	309.09	271.43	294.87
Brookshire Elementary School	209.52	245.45	271.43	230.77
Camelot Elementary School	233.33	254.55	242.86	241.03
Carver Middle School	228.57	254.55	228.57	235.90
Castle Creek Elementary School	257.14	300.00	257.14	269.23
Catalina Elementary School	228.57	272.73	271.43	248.72
Chain Of Lakes Middle School	300.00	309.09	328.57	307.69
Cheney Elementary School	271.43	300.00	242.86	274.36
Cherokee	214.29	290.91	214.29	235.90

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Chickasaw Elementary School	242.86	263.64	285.71	256.41
Citrus Elementary School	271.43	281.82	257.14	271.79
Clay Springs Elementary School	242.86	254.55	185.71	235.90
Colonial High School	290.48	300.00	285.71	292.31
Columbia Elementary School	228.57	281.82	200.00	238.46
Conway Elementary School	190.48	236.36	257.14	215.38
Conway Middle School	252.38	272.73	271.43	261.54
Corner Lake Middle School	333.33	372.73	371.43	351.28
Cypress Creek High School	257.14	254.55	271.43	258.97
Cypress Park Elementary School	309.52	318.18	300.00	310.26
Cypress Springs Elementary School	280.95	290.91	285.71	284.62
Deerwood Elementary School	276.19	300.00	285.71	284.62
Dillard Street Elementary School	223.81	245.45	257.14	235.90
Discovery Middle School	247.62	272.73	257.14	256.41
Dommerich Elementary School	300.00	345.45	371.43	325.64
Dover Shores Elementary School	252.38	272.73	257.14	258.97
Dr. Phillips Elementary School	238.10	254.55	285.71	251.28
Dr. Phillips High School	247.62	327.27	271.43	274.36
Dream Lake Elementary School	319.05	290.91	257.14	300.00
Durrance Elementary School	223.81	254.55	271.43	241.03
Eagles Nest Elementary School	295.24	290.91	300.00	294.87
East Lake Elementary School	257.14	281.82	214.29	256.41
East River High School	247.62	281.82	242.86	256.41
Eccleston Elementary School	247.62	263.64	257.14	253.85
Edgewater High School	276.19	318.18	342.86	300.00
Endeavor Elementary School	295.24	290.91	314.29	297.44
Engelwood Elementary School	266.67	272.73	300.00	274.36
Evans High School	328.57	354.55	342.86	338.46
Fern Creek Elementary School	242.86	236.36	242.86	241.03

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Forsyth Woods Elementary School	228.57	254.55	257.14	241.03
Frangus Elementary School	276.19	263.64	271.43	271.79
Freedom High School	290.48	354.55	300.00	310.26
Freedom Middle School	276.19	281.82	285.71	279.49
Gateway	214.29	245.45	228.57	225.64
Glenridge Middle School	314.29	318.18	371.43	325.64
Gotha Middle School	266.67	245.45	214.29	251.28
Grand Avenue Primary Learning Center	276.19	309.09	314.29	292.31
Hiawassee Elementary School	228.57	272.73	285.71	251.28
Hidden Oaks Elementary School	204.76	245.45	214.29	217.95
Hillcrest Elementary	257.14	300.00	228.57	264.10
Howard Middle School	209.52	227.27	200.00	212.82
Hungerford Elementary School	347.62	345.45	357.14	348.72
Hunters Creek Elementary School	280.95	300.00	300.00	289.74
Hunters Creek Middle School	233.33	263.64	300.00	253.85
Ivey Lane Elementary School	285.71	290.91	285.71	287.18
Jackson Middle School	280.95	327.27	314.29	300.00
John Young Elementary School	266.67	272.73	300.00	274.36
Jones High School	185.71	254.55	214.29	210.26
Kaley Lake Como Elementary	238.10	290.91	228.57	251.28
Keenes Crossing Elementary School	266.67	254.55	228.57	256.41
Killarney Elementary School	214.29	272.73	242.86	235.90
Lake Gem Elementary School	328.57	327.27	342.86	330.77
Lake George Elementary School	204.76	272.73	257.14	233.33
Lake Nona High School	228.57	245.45	200.00	228.21
Lake Nona Middle School	361.90	363.64	357.14	361.54
Lake Silver Elementary School	257.14	281.82	271.43	266.67
Lake Sybelia Elementary School	280.95	290.91	300.00	287.18

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Lake Weston Elementary School	252.38	272.73	242.86	256.41
Lake Whitney Elementary School	309.52	318.18	300.00	310.26
Lakemont Elementary School	242.86	245.45	300.00	253.85
Lakeview Middle School	252.38	263.64	242.86	253.85
Lakeville Elementary School	252.38	272.73	228.57	253.85
Lancaster Elementary School	247.62	272.73	242.86	253.85
Lawton Chiles Elementary School	238.10	281.82	257.14	253.85
Lee Middle School	209.52	236.36	214.29	217.95
Legacy Middle School	233.33	309.09	242.86	256.41
Liberty Middle School	257.14	290.91	242.86	264.10
Little River Elementary School	209.52	227.27	228.57	217.95
Lockhart Elementary School	247.62	236.36	185.71	233.33
Lockhart Middle School	271.43	309.09	271.43	282.05
Lovell Elementary School	219.05	300.00	228.57	243.59
Magnolia School	285.71	300.00	300.00	292.31
Maitland Middle School	271.43	245.45	300.00	269.23
Maxey Elementary School	266.67	300.00	257.14	274.36
McCoy Elementary School	214.29	290.91	200.00	233.33
Meadow Woods Elementary School	242.86	272.73	228.57	248.72
Meadow Woods Middle School	290.48	309.09	285.71	294.87
Meadowbrook Middle School	261.90	290.91	214.29	261.54
Memorial Middle School	233.33	263.64	242.86	243.59
Metrowest Elementary School	247.62	218.18	257.14	241.03
Millennia Elementary School	276.19	336.36	385.71	312.82
Mollie Ray Elementary School	271.43	281.82	257.14	271.79
Moss Park Elementary School	261.90	218.18	271.43	251.28
Northlake Park Community Elementary School	233.33	254.55	214.29	235.90
Oak Hill Elementary School	300.00	300.00	300.00	300.00
Oak Ridge High School	300.00	300.00	300.00	300.00
Oakshire Elementary School	300.00	318.18	300.00	305.13

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Ocoee Elementary School	266.67	281.82	271.43	271.79
Ocoee High School	285.71	290.91	328.57	294.87
Ocoee Middle School	295.24	281.82	257.14	284.62
Odyssey Middle School	214.29	236.36	257.14	228.21
Olympia High School	280.95	281.82	271.43	279.49
Orange Center Elementary School	252.38	290.91	257.14	264.10
Orange County Virtual School	309.52	315.38	300.00	309.76
Orange Technical College Mid Florida Campus	371.43	309.09	371.43	353.85
Orange Technical College Orlando Campus	257.14	354.55	314.29	294.87
Orange Technical College Westside Campus	228.57	300.00	271.43	256.41
Orange Technical College Winter Park Campus	219.05	245.45	214.29	225.64
Orlo Vista Elementary School	147.62	163.64	142.86	151.28
Palm Lake Elementary School	261.90	290.91	314.29	279.49
Palmetto Elementary School	352.38	381.82	328.57	356.41
Pershing Elementary School	257.14	254.55	214.29	248.72
Piedmont Lakes Middle School	295.24	309.09	271.43	294.87
Pinar Elementary School	238.10	272.73	242.86	248.72
Pine Castle Elementary School	271.43	309.09	271.43	282.05
Pine Hills Elementary School	304.76	318.18	300.00	307.69
Pineloch Elementary School	238.10	281.82	257.14	253.85
Pinewood Elementary School	247.62	281.82	257.14	258.97
Positive Pathways Transition Center	204.76	200.00	200.00	202.56
Prairie Lake Elementary	261.90	263.64	271.43	264.10
Princeton Elementary School	290.48	290.91	285.71	289.74
Project Compass	276.19	281.82	271.43	276.92
Ridgewood Park Elementary School	266.67	272.73	285.71	271.79
Riverdale Elementary School	257.14	281.82	242.86	261.54
Riverside Elementary School	257.14	272.73	300.00	269.23
Robinswood Middle School	233.33	236.36	257.14	238.46

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Rock Lake Elementary School	228.57	290.91	214.29	243.59
Rock Springs Elementary School	204.76	236.36	214.29	215.38
Rolling Hills Elementary School	304.76	345.45	271.43	310.26
Rosemont Elementary School	285.71	290.91	257.14	282.05
Sadler Elementary School	309.52	345.45	328.57	323.08
Sand Lake Elementary School	304.76	318.18	285.71	305.13
Shenandoah Elementary School	238.10	245.45	214.29	235.90
Shingle Creek Elementary School	314.29	318.18	300.00	312.82
Simon Youth Academy at the Outlet Marketplace	261.90	290.91	257.14	269.23
South Creek Middle School	276.19	281.82	271.43	276.92
Southwest Middle School	261.90	300.00	242.86	269.23
Southwood Elementary School	261.90	281.82	257.14	266.67
Spring Lake Elementary School	276.19	290.91	314.29	287.18
Stone Lakes Elementary School	261.90	300.00	314.29	282.05
Sun Blaze Elementary School	219.05	236.36	200.00	220.51
Sunridge Elementary School	271.43	318.18	285.71	287.18
Sunridge Middle School	223.81	254.55	228.57	233.33
Sunrise Elementary School	261.90	300.00	285.71	276.92
Sunset Park Elementary School	209.52	245.45	271.43	230.77
Tangelo Park Elementary School	223.81	327.27	300.00	266.67
Thornebrooke Elementary School	290.48	318.18	300.00	300.00
Three Points Elementary School	295.24	300.00	300.00	297.44
Tildenville Elementary School	185.71	245.45	214.29	207.69
Timber Creek High School	242.86	290.91	300.00	266.67
Timber Lakes Elementary School	276.19	263.64	257.14	269.23
Union Park Elementary School	195.24	227.27	185.71	202.56
Union Park Middle School	304.76	309.09	300.00	305.13
Universal Education Center	271.43	290.91	271.43	276.92

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
University High School	309.52	372.73	328.57	330.77
Ventura Elementary School	166.67	245.45	200.00	194.87
Vista Lakes Elementary School	238.10	290.91	285.71	261.54
Walker Middle School	228.57	254.55	300.00	248.72
Washington Shores Elementary School	304.76	300.00	300.00	302.56
Waterbridge Elementary School	290.48	290.91	257.14	284.62
Waterford Elementary School	223.81	227.27	285.71	235.90
Wekiva High School	242.86	263.64	300.00	258.97
West Creek Elementary School	261.90	272.73	242.86	261.54
West Oaks Elementary School	271.43	254.55	228.57	258.97
West Orange High School	285.71	281.82	300.00	287.18
Westbrooke Elementary School	266.67	254.55	300.00	269.23
Westridge Middle School	271.43	290.91	271.43	276.92
Wetherbee Elementary School	261.90	272.73	300.00	271.79
Wheatley Elementary School	285.71	309.09	314.29	297.44
Whispering Oak Elementary School	276.19	300.00	228.57	274.36
William R. Boone High School	257.14	300.00	257.14	269.23
Windermere Elementary School	319.05	318.18	314.29	317.95
Windy Ridge K-8	276.19	227.27	257.14	258.97
Winegard Elementary School	247.62	290.91	257.14	261.54
Winter Park High School	314.29	336.36	342.86	325.64
Wolf Lake Elementary School	257.14	300.00	242.86	266.67
Wolf Lake Middle School	219.05	300.00	300.00	256.41
Wyndham Lakes Elementary School	242.86	290.91	285.71	264.10
Zellwood Elementary School	290.48	300.00	300.00	294.87

Other System Institutions

The following institutions did not utilize ASSIST to complete the Accreditation Report for this External Review. Therefore self-reported results are not included as part of this report. Some institutions appearing below may have been required to submit the Accreditation Report outside of ASSIST.

Institution	Institution
Bay Lake Elementary	Millennia Gardens Elementary
Eagle Creek Elementary	Wedgefield School
Independence Elementary	

Team Roster

Member	Brief Biography
Dr. Steve Oborn	<p>Dr. Steve Oborn is a retired superintendent and college professor. He currently owns and operates his own consulting firm in Georgetown, Ohio. His educational career has spanned over 44 years, and he served as a public school superintendent for 23 years. Dr. Oborn earned his Bachelor of Arts degree from Capital University, his Master of Arts Degree from The Ohio State University, and his Doctor of Philosophy Degree from The University of Dayton with a concentration in educational leadership and organizational dynamics. Dr. Oborn has published numerous articles and presented at numerous conferences with a focus on teacher as researcher and organizational design. He is completing a book titled, "Build a new school: The education of the whole child," and a school board training platform, "Changing complex to simple: Governing dynamics for boards of education-The power of the Starr Initiative©." Dr. Oborn has served as a Lead Evaluator for AdvancED for over four years, and leads teams nationally and internationally. He has been associated with North Central Association for over 40 years, serving Ohio as an Ambassador and Lead Evaluator.</p>
Dr. James W Brown	<p>Dr. James W. Brown 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>
Dr. Dennis Holt	<p>Dr. Dennis Holt has spent his entire twenty four year educational career in Hillsborough County Public Schools, where he now serves as Supervisor of Secondary Social Studies Education. In addition to his normal duties he has been tasked by the district to oversee AdvancED/Southern Association of Colleges and Schools (SACS) accreditation. He is a member of the Florida Council for AdvancED/SACS. He is also an adjunct professor of social studies education at the University of South Florida.</p>
Dr. Mary Krisko	<p>Mary Krisko, Ph.D., is a retired district curriculum director and consolidated grant manager with previous experience as a middle school and high school science teacher, a university instructor specializing in cell morphology, and a graduate-level curriculum, instruction, and assessment instructor. Her doctoral research in education focused on teacher leadership, initiating the concept of teacher leadership beyond the walls of the classroom with publications relating to the attributes of a teacher leader. During her career in the public school system, she was the Wyoming Teacher of the Year, the National Presidential Awardee in Mathematics and Science, and the Wyoming Curriculum Director of the Year, and received the Wyoming Excellence in Education Award from AdvancED. Dr. Krisko serves as an AdvancED Lead Evaluator at both the school and school systems levels in the United States, as well as DDESS, DODEA Europe, and DODEA Pacific schools.</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>Dr. Melissa Carr</p>	<p>Dr. Carr is a native of Pittsburgh, Pennsylvania who has spent her professional career in central Florida working for the Volusia County School District. She has earned degrees from Clarion University of Pennsylvania, University of Central Florida and Nova Southeastern University. She has served as a high school English teacher, Reading Coach, Assistant Principal for Curriculum & Instruction, District-level Professional Development Specialist, and currently as the District Coordinator for Blended and Online Learning. Dr. Carr was a member of the inaugural class of Florida teachers to earn National Board Certification and has served as a national trainer of NBPTS assessors. Dr. Carr delivers presentations on blended and online learning for multiple audiences including the Florida District Virtual Instruction Program Network (FLDVIPN) and the International Association of K12 Online Learning (iNACOL). Most recently, she been chosen as a trainer for the National Institute for School Leadership (NISL).</p>
<p>Mrs. Martha Cieplinski</p>	<p>Mrs. Cieplinski has a BSE with majors in Biology and Language Arts, and a Masters in Educational Leadership. Her 47 years of professional experiences include being the Director of a charter military academy, assistant principal for curriculum at a school of 2750 students, classroom teacher and virtual teacher. Her preferred areas of interest are curriculum and classroom instruction.</p> <p>Her achievements include being a national trainer for the AFT in Instructional Strategies that Work in the Classroom (2007 - 2012), and a certified CRISS trainer (2003-2012).</p>

Member	Brief Biography
Dr. Felicia Coleman	<p>Dr. Felicia Coleman is an educator with 25+ years of experience. She began her career teaching in the elementary arena, and then served as a district-level technology facilitator and grant writer. Her extensive background in curriculum, instruction, and assessment served as the foundation for her move to the middle school arena, and was utilized in both assistant principal and principal positions. During her middle school years, Felicia pursued a PhD from the University of New Orleans, completing her research and dissertation on instructional leadership in Baldrige award-winning middle schools. A three-tiered research investigation, collecting data from district superintendents, middle school principals, and classroom teachers, was utilized to identify performance excellence criteria. Currently, Dr. Coleman serves as the school administrator at Positive Connections: ABC, an elementary alternative school setting that serves K-5 students with academic, behavioral, and mental-health challenges. She leads day-to-day operations, community outreach, and weekly professional development activities for all instructional staff members. Dr. Coleman has participated on school and district AdvancED accreditation teams in the states of Louisiana, Florida, Tennessee, and North Carolina.</p>
Dr. Jodi Cronin	<p>Dr. 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/PBIS, summer school and professional development. She has seventeen 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 a Doctoral Degree from the University of Florida. Jodi has served on twelve district accreditation visits and is trained as an AdvancED lead evaluator.</p>
Mr. Charles B Dailey	<p>Mr. Dailey served the Lee County School District for the past 31 years in various capacities. He served as a Teacher of Social Studies and Assistant Football and Head Girls Basketball Coach, Coordinator of the Lee County Fathers Program, Coordinator of the Lee County Mentor Program, Dean of Students, Coordinator of Equity and Boundaries LCSD, Coordinator of Desegregation LCSD, Director of Adult and Community Education, Principal of Lee County Alternative Education High and Middle School, Principal of Cape Coral High School, Director of LCSD West/East Transportation, Principal of Alternative Learning Middle School West Zone and recently retired as Principal of Dunbar Community School. Mr. Dailey also served as Chairman of the LCSD Equity and Diversity Committee and has participated with SACS CASI organization for the past 20 years where he served as a member and Lead Evaluator for school visitations, a member and Co-Lead Evaluator for District/System visitations. One of his most noted accomplishments was the 2012 Administrator of the Year Award from the Florida Dept. of Adult and Community Education and the 2012 Image Award Recipient from the Lee County Branch NAACP. Mr. Dailey's most recent award was receiving the Drum Major Award for Education and Service to the Community he was presented a proclamation from the Mayor of Fort Myers as "Charles B. Dailey Day".</p>

Member	Brief Biography
Dr. Elisabeth Davis	<p>Dr. Elisabeth Davis has been in education for 18 years, including 4 years as an English teacher and athletic coach, 3 years as a middle school assistant principal, 1 year as a middle school program area specialist, 5 years as a school improvement specialist, and 3 years as an Assistant Superintendent of Curriculum and Instruction. In July 2014, she became the Director of Curriculum and Instruction in a newly formed school system, Pelham City Schools in Pelham, Alabama, and in January 2016 she was named superintendent of Eufaula City Schools in Eufaula, Alabama.</p> <p>Dr. Davis completed her BS degree at Jacksonville State University, her MA and administrative certification at UAB, her Ed.S. at the University of Montevallo, and her Ed.D. at Samford University in 2009.</p> <p>Dr. Davis has participated in AdvancED school and district reviews over the past 7 years, and she firmly believes in the fidelity of the process providing avenues for continuous improvement for schools and for systems. It is one of the most rewarding professional development opportunities that she participates in, as well as positive networking with other professionals. She currently serves as a Lead Evaluator for school reviews and an Associate Lead Evaluator and team member for district reviews.</p>
Mr. Larry Davis	<p>Mr. Davis has spent of 37 years in education. He enjoyed teaching, being a coordinator of Community/Adult education, administrator for vocational education, coordinator of magnet schools, assistant principal, and principal. He served on the state education task force with governor Bush to review the state grading system and working with poverty schools in the state. He was a principal of many low income schools that received the state grade of "A". He is presently retired and enjoys working with the schools to assist with academic gains.</p>
Mrs. Karen S Flora	<p>Ms. Flora is a retired Indiana educator with a 39 year tenure at the middle and high school level. Her experience includes serving as her district coordinator for school improvement where she assisted seven schools in the corporation. She served on the Sterling Quality Council in Florida for three years (2000-2003) and was named senior examiner for the National Malcolm Baldrige Award of Excellence for six years (2002-2008). Undergraduate work was completed at Huntington University, she earned her masters degree from St. Francis University and completed requirements for her administrative license at Indiana-Purdue Fort Wayne. Upon retirement in 2008, Ms. Flora became fully involved with AdvancED accreditation reviews. She is a lead evaluator for systems, Indiana schools and digital learning environments throughout the United States. She also has serves as Field Consultant for AdvancED Indiana.</p>
Ms. Chernell D. Gilliam	<p>Chernell began the first four years of her career serving as a Pre-Kindergarten teacher Delray Beach, Florida. During this time she served as the lead teacher for 3-4 year olds with a focus on kindergarten readiness. In 2002, Chernell began teaching at the elementary level with 3rd and 4th grades, teaching all subjects using the Sunshine State Standards for the School District of Palm Beach County. In 2006 Chernell relocated to Clay County, Florida. During this time Chernell participated as a co-teacher and team teacher. The last 8 years were spent teaching 4th grade mathematics and science. During this current 2014-2015 school year, Chernell is teaching 2nd grade mathematics and science. Additionally, Chernell teaches ESOL for the Adult and Community Education.</p> <p>Chernell has served in various capacities including grade level chair, SAC member, school representative for math, science, and social studies, safety council member, and math team coach.</p> <p>Degrees Bachelor of Science in Elementary Education Master of Science in TESOL Post Master Certification in Educational Leadership</p>

Member	Brief Biography
<p>Dr. Andrew Grover</p>	<p>Dr. Andrew Grover completed his Ed.D in May of 2015, researching how student’s perceptions of school safety effect their academic performance. It was an amazing study and produced insight that is valuable for school leaders to help create the type of environment that is conducive to student learning.</p> <p>Dr. Grover received an Ed.S in Educational Leadership, a masters in Educational leadership and a bachelors in Political Science. He is a life-long learner and works hard to create opportunities to learn and instruct.</p> <p>Dr. Grover ran for the political office of State Superintendent in 2014 for the state of Idaho. While falling short of being elected, he learned a great deal about the political process in Idaho at all levels of government. It was an invaluable experience that has opened many new doors and created new networking opportunities that have been beneficial to education in Idaho.</p> <p>Dr. Grover stated his career in education graduating from a rural Idaho high school with 37 other students. Dr. Grover then joined the United States Marine Corps and became a veteran at the age of 18 by being on active duty during the first Gulf War. He domiciled in France for two years, learning to read, write, and speak French.</p> <p>Dr. Grover competed his undergraduate degree and spent several years in the business world before becoming a high school teacher. He spent eight incredible years as a high school teacher, coach, student council adviser, and committee member for multiple state education committees, and enjoyed the lessons learned in the classroom.</p> <p>Dr. Grover become an administrator and served as an assistant principal, principal, and currently serves as a superintendent. Dr. Grover has served in urban and rural schools and have had opportunities to work with incredible teachers and administrators all around the state of Idaho. Dr. Grover continues to work with legislators to help direct the legislative educational issues.</p> <p>Dr. Grover continues to learn and to improve education at all levels and help create a better education experience for students.</p>
<p>Dr. Tim Guinn</p>	<p>Dr. Guinn is currently an assistant superintendent of Russellville City Schools with primary focus on policy construct and analysis, faculty, administration & classified employee evaluations, and facilities assessment. He has more than 20 years of administrative experience at the school level. He has served as the principal of Russellville High School, a 5A high school in Alabama with 760 students in grades 9 - 12, since April 2009. Prior to Russellville, he served as principal of Vina High School, a unit k-12 school in rural Alabama. He has also served as a classroom teacher in the disciplines of math, chemistry/physics and served as a football and basketball coach. He has over 24 years of school experience.</p> <p>While working as a teacher and administrator, Dr. Guinn also served as an officer in the United States Army Reserve and recently retired after 23 years of service with rank of Lieutenant Colonel in the Combat Engineering Corps.</p>
<p>Mr. Kirk R Hartom</p>	<p>Kirk is currently the Head Administrator for the Southwest Secondary Learning Centers and the Southwest Aeronautical, Math, and Science Academy in Albuquerque, NM. Kirk was the Superintendent for the Cuba Independent Schools in New Mexico. He has also been an Accountability Specialist for the Hawaii Charter Schools Commission, Assistant Superintendent for the Archdiocese of Santa Fe, as well as a Principal at Nuestros Valores Charter School and The ASK Academy.</p> <p>Kirk has taught many years as well for the Albuquerque Public Schools and the Taos Municipal Schools in New Mexico.</p> <p>He received both his BA and MA from The University of New Mexico.</p>

Member	Brief Biography
Mr. Joel Dean Hollon	<p>Joel Dean Hollon currently serves as a Specialist in Continuous Improvement and School Choice in the panhandle of Florida. Mr. Hollon holds an M. Ed. in Curriculum and Instruction as well as an Ed. S. in Educational Leadership. Career experience in the roles of classroom teacher, technology coordinator, instructional coach, and specialist has helped shape him into a data-driven problem solver who loves to team with others to make things better. Mr. Hollon's experience with data analysis and systems improvement affords him frequent opportunities to serve on teams that further the efforts of Title I, Differentiated Accountability, School Improvement, and School Choice.</p>
Mr. Steven Eugene Hopper	<p>Steven Hopper currently serve as the Curriculum Technology Coordinator for the 10,000-student Ankeny Community School District in central Iowa, United States. His work over the past year has focused on the rollout of laptop devices to every student in grades 6-12, and he has developed an electronic evaluation system and behavior reporting tool based on a Google infrastructure. He holds a B.S. in Elementary Education and an M.Ed. in Educational Leadership from Iowa State University. Over the past two years, Steven has presented at more than a dozen state and local conferences on topics ranging from digital citizenship to formative assessment to iPad integration.</p>
Mrs. Erma W Jenkins	<p>Mrs. Erma Jenkins is a 42 year retired veteran in education. In 2014. Mrs Jenkins retired as Superintendent of a rural community school district in Emanuel County, Swainsboro, GA. She holds an Educational Specialist degree from Georgia College and University along with Level 6 Georgia Certification in Elementary Education, Middle School Education and Administration and Supervision. Mrs. Jenkins' school level experience spans from a year as a public school music teacher, ten years teaching second grade, moving on to two years as assistant principal before becoming principal of the system's largest primary school. After 26 successful years working at the school level, Mrs. Jenkins was appointed Director Elementary Curriculum and Instructional Technology for the Emanuel County School System. At the system level, her experience includes Director of Curriculum and Professional Learning, Assistant Superintendent for Student Services and the last four years of her tenure was as Superintendent of Emanuel County Schools. Her extensive experience includes the honor of being the first elementary school in her district to be SACS/CASI accredited and as Assistant Superintendent she chaired the initial District Accreditation for the District. Mrs. Jenkins is presently a consultant for the Georgia School Board Association. Mrs. Jenkins has served as External Chair, Associate Lead and as a Team Member for AdvancED systems in Georgia, Florida, Alabama and South Carolina.</p>
Mr. Dale Kleinert	<p>Dale Kleinert serves as the Idaho Director of AdvancED. He previously served for 31 years in the Moscow, Idaho School District as a teacher, Assistant Principal, Principal and Superintendent. While serving as an administrator, he was closely involved in all forms of curriculum, strategic planning and continuous school improvement efforts. Administrative priorities included working with local and regional law enforcement, and the national WeTip law enforcement program with the goal of providing a safe environment for all students and staff. As a result of his community and school safety work, he was recently appointed by the Governor of Idaho to the serve on the Idaho Juvenile Justice Commission. He was named the Moscow School District Teacher of the Year in 1994 and 1996, and was named Idaho Assistant Principal of the Year in 2002. In 2014 he received the Idaho Administration Distinguished Service Award from the Idaho Association of School Administrators. He received his undergraduate degree at Montana State University and advanced degrees from the University of Idaho.</p>

Member	Brief Biography
<p>Dr. Paula J Leftwich</p>	<p>Sr. Director, K-12 Curriculum/Polk County Public Schools (retired 2013) K-12 English Curriculum Supervisor/NIS American/Cairo, Egypt (October 2015-present)</p> <p>Entered the field as an elementary classroom teacher, then worked in teacher professional development before moving to post-secondary as program coordinator and Director of Teacher Education. Returned to local district to serve in curriculum leadership. Member of Florida Education Standards Commission for several years. Passionate about the mission of public education. Looking forward to working, learning, and serving as a member of this team!</p> <p>BS, Florida Southern College, Primary/Elementary Education MS, University of South Florida, Reading-Language Arts Education PhD, University of South Florida, Reading-Language Arts Curriculum and Instruction</p> <p>Florida Teacher Certifications (valid through June 30, 2017) Elementary Education (K-6) Primary Education (Age 3-Grade 3) ESOL Administrator Endorsement K-12 Reading K-12 Education Leadership</p>
<p>Ms. Petra N. Leonard</p>	<p>Petra Leonard currently serves as the Assistant Principal at John Herbert Phillips Academy. Her educational credentials include: Class AA Certificate in Educational Specialist Degree in Elementary Education Class A Certificate in Reading and Elementary Education Leadership Certification Class B Dual Certificate in Early Childhood and Elementary Education</p> <p>Ms. Leonard's professional experiences include: Assistant Principal Curriculum and Instruction Resource Teacher Technology Teacher Pre-Kindergarten Teacher ARI Reading Coach Second Grade Teacher Fifth Grade Teacher</p> <p>Ms. Leonard's expertise as it relates to the new accreditation protocol includes: External Review Team Member Orange County Public Schools, Orlando, Florida September 2015 Division of Youth Services, Montgomery, Alabama May 2015 Continuous Improvement Through Accreditation: Schools and Systems</p> <p>Ms. Leonard has one publication entitled, "Third Grade Teacher's Perceptions of Struggling Readers and How It Impacts Their Learning."</p>

Member	Brief Biography
Mrs. Maria D. McCalister	<p>Mrs. McCalister a retired classroom teacher of 38 years has been trained as a Clinical Educator. With the use of clinical education she has trained over thirteen student teachers that have moved on to be classroom teachers, technology teachers, and school administrators.</p> <p>She has taught Kdg, first grade, third grade, fifth grade summer school, and holds certifications in Gifted Education, Early Childhood Education, Elementary Education, ESOL and Reading Endorsements in Grades one through sixth. She's had extensive professional development in the area of Differentiated Education, and Response to Intervention (RTI),</p> <p>Mrs. McCalister has been a peer technology teacher working with other teachers in modeling lessons by integrating technology in the classroom. She has served on the School Advisory Councils (SAC).</p> <p>Maria has worked with SACS-CASI and now AdvancED for a total of twenty-nine years, in the capacity of a Quality Assurance Review Committee / team member (QAR), and Quality Assurance Review Team Chair. She has been an AdvancED Review Team Member, and currently serves as an AdvancED Review Team Lead Evaluator (LE).</p>
Dr. Terrie Ellen Mitev	<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>
Ms. Diane L Perez	<p>Currently she is a Retired Art Instructor and Wakulla County Arts Coordinator and also Co-Owner of Arts and Crafts Importer from Mexico</p> <p>Her educational credential are a BS in Art Education from FSU, MS in Art Education from FSU; and Specialist in Art Education from FSU</p> <p>Professional experiences are AdvancED Florida Council, District Advisory Council Member, SACS Chair –MES, NBCT, and mentor</p> <p>One Publication she co-edited was Visual Arts for Students with Disabilities: Accommodations and Modifications (2005)</p> <p>Biography:</p> <p>Diane Perez is an advocate and visionary for the arts. She was instrumental in strengthening the arts in Wakulla County Schools as the Arts Coordinator. She developed and implemented a curriculum at elementary level. She has taught at high school, university, and was the first art itinerant and art instructor for elementary in Wakulla County Schools. She served as SAC Chairperson for Medart Elementary School for fifteen years. Diane understands the need and process for school improvement. She was Teacher of the Year at Medart Elementary School three times. She believes and practices her philosophy to insure equal student success.</p>
Mr. Ross A Ricenbaw	<p>Mr. Ross Ricenbaw is a principal at a sixth through eighth grade middle school in Waverly, Nebraska. His district is an AdvancED accredited system. Previously, he was a math teacher at the high school and middle school level. He has also served as a 7-12 principal in a district in Nebraska.</p>

Member	Brief Biography
<p>Mr. Jeffrey Allen Royalty</p>	<p>Jeffrey A. Royalty – Jeff enjoyed a twenty year career teaching instrumental music in the Whitley County, Ky and Western Brown Local School System in Ohio. During this career both programs were recognized for excellence in all areas of instrumental music performance in competitions across the region. He also took an active leadership role in statewide Arts organizations serving as President of the Southeast Kentucky Music Education Association, District XVI of the Ohio Music Education Association, The Land of Grant Band Directors Association, and as a state board member for the Ohio Alliance for Arts Education. In 1995 he was selected as the Ohio Music Educator of the Year and in 1998 the Ohio Art Education Association selected him as “Distinguished Educator for Art Education”</p> <p>In 1996 Jeff left his role as band director for the district taking a new direction in his career serving the district as an Assistant Principal and continuing efforts in grant writing and Fine Arts Coordination. The following year he was promoted to Assistant Superintendent. In both 2002 and 2003 he was selected and served the Ohio Arts Council as a state grant review panelist for the Arts Basic to Education Grant Competition.</p> <p>In 2003 Jeff was selected as Superintendent of the Western Brown Local Schools. During his years in this role the district steadily continued its improvement pattern with regards to the state report card system achieving a first ever rating of “Excellent” from the Ohio Department of Education.</p> <p>In 2010 Jeff retired from Western Brown Local Schools in order to take on a new and exciting opportunity. He was selected as the Ohio Department of Education Southwest Ohio Regional Coordinator for Race to the Top.</p>
<p>Dr. Maria Teresa Schwarz</p>	<p>During the last 15 years, Maria T. Schwarz has been, the CEO of Learn Aid Puerto Rico, the standardized testing company servicing mostly all the private schools of the island. Her 40 years vast experience in education includes teaching preschoolers and elementary grade students at several sites: Head Start, Private Schools and Antilles Elementary School in Fort Buchanan (DODEA) where she also worked as the Assistant Principal of the Elementary School. Dr. Schwarz has worked at the University of PR, UMET and Cambridge College helping BA and MA in Preschool Education students complete their Practicum and Thesis work. For more than 12 years, Dr. Schwarz served as member of the PR NAEYC Board of Directors as President, Vice President and Coordinator. Her educational background and credentials include a BA in Arts and English, an Elementary Teacher Certificate, School Director Certificate, MA in School Administration and Supervision, PhD in Elementary and Early Childhood and a Certificate in Early Intervention from the PR Medical School. Also, is the author of a Bilingual Student Agenda used in private and public schools in PR and a series of Preschool books, workbooks and assessments. Among her other interests and achievements are two years at the Carlota Alfaro School of Dress Design, an Interior Decorator License from the San Juan School of Interior Design followed by two years in the School of Architecture at the University of PR. Dr. Schwarz has served as team member for several out-of-state district reviews in Florida and Georgia since 2013.</p>

Member	Brief Biography
<p>Mr. Luis B. Solano</p>	<p>As the current Associate Superintendent for Curriculum and Instruction for Collier County Public Schools, Mr. Luis B. Solano drives districtwide curricular reform priorities, instructional reform accelerators, and systems-level curriculum management. His responsibilities include defining the requirements for future strategic imperatives, reviewing and adjusting curricular and operational planning, and leading discussions to develop strategies and options with all district stakeholders as well as cooperation in the areas of PreK to 16 education, college and career readiness. In this capacity Mr. Solano oversees and directs the work of district staff within 36 functional areas in support 50 schools, 5 Charter schools, and 12 Alternative Placement programs—24 schools of which are Title I schools.</p> <p>Before joining Collier County Public Schools, Mr. Solano served as teacher, program specialist, coordinator, assistant principal, and principal in Miami-Dade Public Schools. Mr. Solano’s passion for education stems from one relentless goal: success for all students. Having entered the public school system speaking no English after migrating to the United States, Mr. Solano experienced first-hand the transformational power of access and equity in providing a rich and rewarding education to all students. Prior to becoming an educator, Luis served abroad in the U.S. Army and in the private sector. In the Fall of 2015, Mr. Solano began Doctoral studies in Curriculum and Instruction. He received an Educational Specialist degree in the same field. Luis holds an M.B.A. and M.S. and B.S. degrees in Education.</p>
<p>Ms. Shelli Dawn Strouf</p>	<p>Shelli Strouf has been working in Billings School District 2 for 25 years. The past 8 she has served as the Assistant Principal at Billings Senior High School. She was named Montana Assistant Principal of the year in 2013. Shelli has been very involved with her school's work with Professional Learning Communities and Advanced- Ed, specifically how these two go hand in hand helping her school move forward in their school improvement efforts.</p>
<p>Mrs. Carrie Ann Veit</p>	<p>Carrie Veit has been teaching since 1998 when she graduated from Ball State University (Bachelor of Science in Special Education Mild Disabilities and Emotional Handicaps). Mrs. Veit taught for six years in the Orlando, Florida area; three years in elementary and three years in middle school. After moving from Florida to Indiana, Mrs. Veit began working in Columbia City at Indian Springs Middle School as the 8th grade Resource Teacher, with other duties as well. She was included as the ELL program coordinator, member of the High Ability Team, School Improvement Plan writer, and member of the Quality Improvement Team. Mrs. Veit later earned her Masters of Education at Indiana Wesleyan University. She has spent the last four years working at Homestead High School in Fort Wayne, Indiana as a Mild Disabilities Teacher in the Learning Center. Other responsibilities include AdvancEd Accreditation Team organizer for HHS, member of the School Improvement Team, Evaluation Team member, Class Sponsor, Homebound Teacher, Advisory Design Team member, SLC pilot teacher for the Schwab Grant, and various other committee involvement.</p>

Member	Brief Biography
<p>Mr. Denny McMillan Wilson</p>	<p>Born and raised in Pensacola, Florida</p> <p>Married to Gena Wilson and they have two children, Catie and Mac both attend Booker T. Washington High School</p> <p>Attended elementary, middle, and high school in the Escambia County School District</p> <p>Bachelor of Social Work (B.S.W.), University of Alabama, 1992</p> <p>Master of Divinity (M.Div.) with Major in Marriage and Family Counseling, New Orleans Baptist Theological Seminary, 1996</p> <p>Educational Specialist (Ed.S.) in Educational Leadership, University of West Florida, 2001</p> <p>Guidance Counselor, Ferry Pass Elementary, 1997 – 2002</p> <p>Assistant Principal, McArthur Elementary, 2002 – 2006</p> <p>Principal, Oakcrest Elementary, 2006 – 2014</p> <p>Director, Continuous Improvement, School Choice, and ESOL, 2014 - Present</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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