

Report of the External Review Team for Santa Rosa County School District

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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

Santa Rosa County School District's leadership demonstrated a professional, organized commitment to advance planning for the External Review. During an initial phone call, the system coordinator and Lead Evaluator discussed preliminary arrangements for the Review. Numerous phone conversations and emails between the system coordinator and the Lead Evaluator in the fall and winter assured interviews and observations would provide additional details about the Santa Rosa learning community. The schedule was organized to ensure visits to 12 schools. Schools were selected to represent the geographical areas, student diversity and various age levels. One Team member conducted a targeted review of the TR Jackson Pre-Kindergarten Center.

The External Review Team visited Santa Rosa County School District February 5-8, 2017. The Team was comprised of nine Team members: five from Florida, one from Georgia, one from South Dakota, one from Alabama and one from Wyoming. Prior to arriving at the Holiday Inn Express in Milton the Team reviewed, via emails and individual phone calls, the workspace documents, the district website, SharePoint and accreditation reports provided by the SRCSD and schools in ASSIST.

At the Holiday Inn on Sunday afternoon, Team members assembled to establish norms and share initial

information from the Self Assessment on the Indicator ratings. The Team created questions for the Monday interviews. At 5:15 p.m., the Team joined SRCSD representatives at a Pensacola restaurant for dinner and conversation. After dinner, the Team returned to the hotel conference room to summarize information gathered from artifacts.

Early on Monday morning, a SRCSD representative accompanied two Review Team members to East Milton Elementary School for an abbreviated site visit. This school represented the middle geographic section and has unique challenges. These Team members joined the other seven members at the administration building for the morning presentations. The superintendent presented an overview which was followed by a Standards overview highlighting the strengths and challenges of the system. Both the superintendent and the leadership team used PowerPoint presentations to expand on the internal Accreditation Report and gave numerous pertinent examples for the External Review Team.

Follow-up interviews Monday morning focused on specific questions regarding the three areas of the Index of Education Quality: Teaching and Learning, Leadership Capacity and Resource Utilization. During both the system presentations and the follow-up questions, leadership and staff outlined the changes and challenges that have transpired during recent years. The morning ended with an interview of principals who were interviewed in groups and provided important clarifications about the structure and relationships between the SRCSD administration and the schools.

Monday afternoon, one Review Team member went to TR Jackson Pre-Kindergarten Center. Two members went to Milton High School and two members went to Bennet C. Russell Elementary for site visits. Four Team members remained at the Administration building and conducted afternoon interview sessions. Three governing board members were interviewed individually. Then, Team members conducted interviews with personnel from specific service areas such as curriculum and instruction, technology, maintenance and support staff.

In the late afternoon an interview with the superintendent provided additional insights and clarification into the challenges and opportunities for Santa Rosa. The last interview of the afternoon was with parent and community members who discussed their pride in SRCSD and their support for district and school personnel. The Review Team had an evening work session to discuss the results of the interviews and finalize plans for school visits and eleot® observations the next day.

Tuesday, students and school leadership teams were interviewed. Eight Team members conducted Effective Learning Environment Observation Tool (eleot®) observations in eight schools and one Team member conducted Environmental Rating for Early Learning (erel™) observations at the TR Jackson Pre-Kindergarten Center. The Team completed 90 eleot® observations on Monday and Tuesday. In the evening, the Team reviewed eleot® information and continued the dialogue and deliberations concerning Standard ratings. Possible Powerful Practices, Opportunities for Improvement and Improvement Priorities were identified.

Wednesday morning, the Team completed the review of information and consolidated the evidence gathered. Each Team member entered individual Indicator ratings into ASSIST where the Indicator averages and Index

of Education Quality scores were calculated. Powerful Practices, Opportunities and Improvement Priorities were determined by Team consensus and actionable statements were written. Team members provided written input on their eleot® observations in the schools to the Lead Evaluator.

The Lead Evaluator and Associate Lead Evaluator met with the superintendent and two other SRCSD administrators in the early afternoon to discuss the Team's findings. The rest of the Team continued entering the final eleot® observations and editing the Improvement Priorities, Opportunities for Improvement and Powerful Practices. The Santa Rosa County School District exit report was presented by the Lead Evaluator at 2:00 p.m. Wednesday, February 8, 2017 to the staff and learning community in the Santa Rosa County School District board room. The SRCSD coordinator planned to present these findings to the Santa Rosa Board February 16, 2017.

The External Review Team extends their thanks for the learning community's support, professionalism and hospitality. The advance preparations, welcome and interactions during the Review supported the Team. Stakeholders provided information related to the district's current improvement processes and insight into the challenges the district is experiencing. During the Review, district and school personnel demonstrated strong support for increasing student achievement and maintaining a collaborative culture. Special thanks go to the system coordinator, superintendent and leadership staff for coordinating the review. Principals organized the school visits to maximize effective use of the Team members' time. The attention to detail and advance preparation ensured a successful Review.

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

Stakeholder Interviewed	Number
Superintendents	1
Board Members	3
Administrators	71
Instructional Staff	67
Support Staff	33
Students	62
Parents/Community/Business Leaders	103
Total	340

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.	3.00	2.69
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3.22	2.49
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.67	2.59
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.22	2.71
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.56	2.58
3.6	Teachers implement the system's instructional process in support of student learning.	2.00	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	3.11	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.	3.33	2.97
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.33	2.50
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.	2.11	2.47
3.11	All staff members participate in a continuous program of professional learning.	3.11	2.65
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	3.67	2.64

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.	3.33	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.	3.56	2.49
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.56	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.	3.44	2.50
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.	3.33	2.75

Student Performance Diagnostic

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

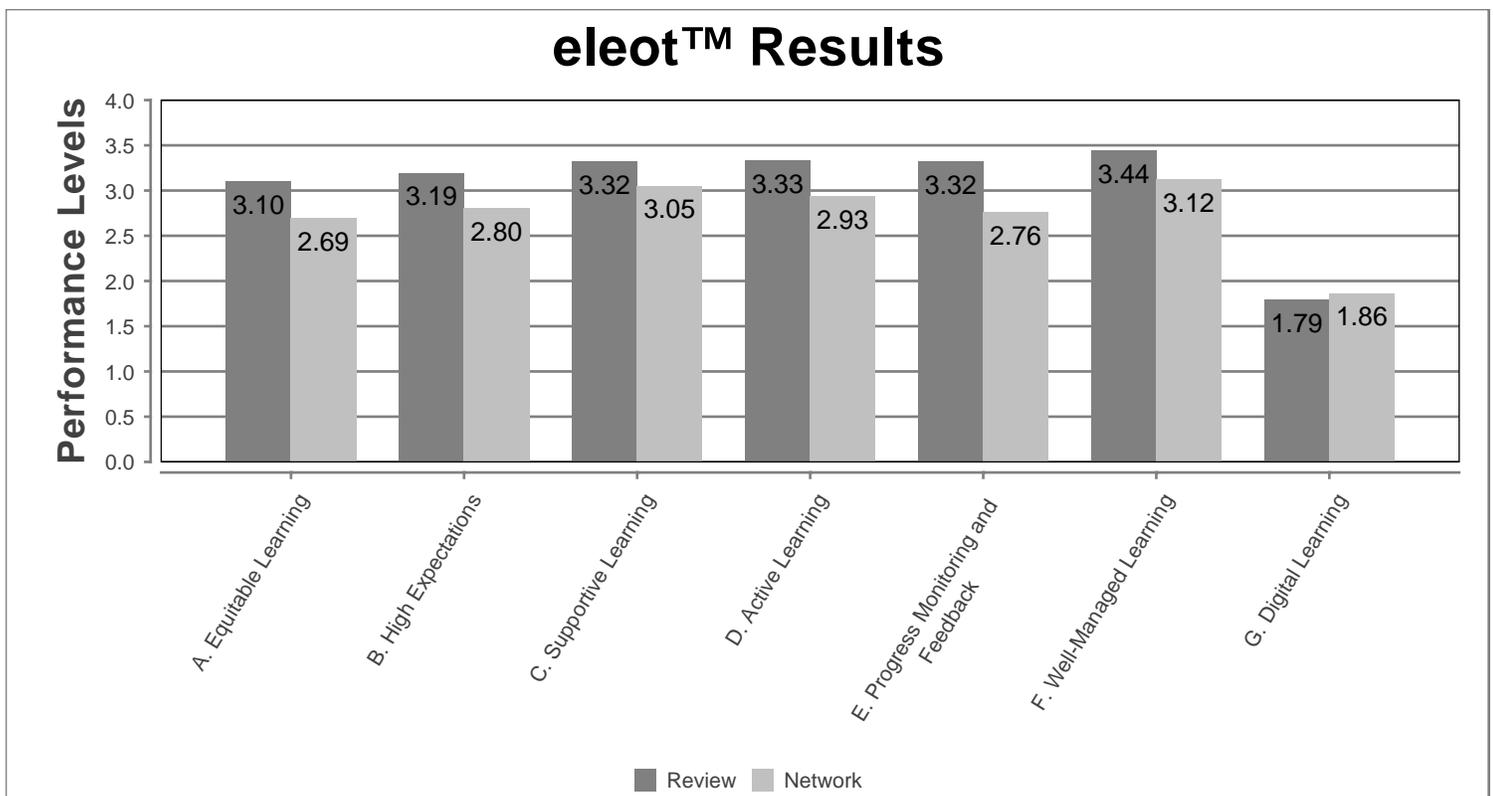
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.56	3.33
Test Administration	3.11	3.52
Equity of Learning	2.67	2.54
Quality of Learning	3.78	2.96

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 External Review Team utilized the Effective Learning Environment Observation Tool (eleot®) to observe 90 classrooms in 12 system schools and sites. One of the sites was the TR Jackson Pre-Kindergarten Center where a Team member conducted ereI™ observations. After participating in interviews, studying artifacts and analyzing student data, Team members used the eleot® to corroborate information reviewed in artifacts and gathered during interviews. The seven areas of the learning environment were scored by nine trained

observers.

Six of the domains ranged from a 3.10 to a 3.44 average on a four point scale that lists 1 = Not Observed, 2 = Somewhat Evident, 3 = Evident and 4 = Very Evident. The Digital Learning Environment was 1.79. The two highest domains were Active Learning Environment (3.33) and Well-Managed Learning Environment (3.44). Six of the domains were above the AdvancED network average (AEN). Only Digital Learning Environment (1.79) was below the digital AEN (1.86). The three lowest scoring domains were Equitable Learning Environment (3.10), High Expectations Environment (3.19) and Digital Learning Environment (1.79).

The three highest sub-scores overall were A.2 "Has equal access to classroom discussions, activities, resources, technology, and support" (3.52), F.1 "Speaks and interacts respectfully with teacher(s) and peers" (3.71) and F.2 "Follows classroom rules and works well with others" (3.62). These scores support the overall findings of the External Review Team throughout the Review.

The Team observed that students at elementary and secondary schools were usually respectful and positive when working with the teachers and classmates. The components of the domain, "Well-Managed Learning Environment," were evident at every level. Discussions with students and staff in all the schools indicated a great deal of pride in the school and in the learning taking place in schools.

Active learning environments were evident in most classrooms. The classrooms were usually arranged to facilitate interactive discussions. Many classrooms had learning goals and objectives posted. Often, students were engaged in asking questions and collaborating with each other and the teacher as they solved complex problems. In a few classrooms students were tracking their own learning using data notebooks.

Twenty-five of the 30 sub-scores in the seven domains were above a 3.00. Other than the digital learning scores, the two lowest sub-scores were A.4 "Has ongoing opportunities to learn about their own and other's background/cultures/differences" (2.21) and B.3 "Is provided exemplars of high quality work" (2.73).

Student use of technology did not appear to be systemic throughout SRCSD. The Digital Learning Environment domain is not about the use of computer programs or teacher instruction using technology; instead the three sub-scores in this domain required students to use digital tools while engaged in meaningful, challenging learning tasks. Observers found a range in student use of digital tools. In some classrooms digital tools were integral to the student learning process and there was evidence they were regularly integrated into the learning process. However, it did not appear that integration of digital tools was consistent throughout SRCSD.

Administrative leadership and staff at the schools were supportive and facilitated eleot® observations by providing maps, schedules and easy access to classrooms. Discussion by the Team as they shared the eleot® observations supported the External Review findings of artifacts and stakeholder interviews.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.23	Has differentiated learning opportunities and activities that meet her/his needs	44.44%	40.00%	10.00%	5.56%
2.	3.52	Has equal access to classroom discussions, activities, resources, technology, and support	55.56%	41.11%	3.33%	0.00%
3.	3.42	Knows that rules and consequences are fair, clear, and consistently applied	47.78%	46.67%	5.56%	0.00%
4.	2.21	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	15.56%	24.44%	25.56%	34.44%
Overall rating on a 4 point scale: 3.10						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.42	Knows and strives to meet the high expectations established by the teacher	48.89%	44.44%	6.67%	0.00%
2.	3.33	Is tasked with activities and learning that are challenging but attainable	43.33%	46.67%	10.00%	0.00%
3.	2.73	Is provided exemplars of high quality work	26.67%	34.44%	24.44%	14.44%
4.	3.21	Is engaged in rigorous coursework, discussions, and/or tasks	33.33%	55.56%	10.00%	1.11%
5.	3.27	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	45.56%	36.67%	16.67%	1.11%
Overall rating on a 4 point scale: 3.19						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.42	Demonstrates or expresses that learning experiences are positive	47.78%	46.67%	5.56%	0.00%
2.	3.47	Demonstrates positive attitude about the classroom and learning	52.22%	42.22%	5.56%	0.00%
3.	3.28	Takes risks in learning (without fear of negative feedback)	43.33%	42.22%	13.33%	1.11%
4.	3.42	Is provided support and assistance to understand content and accomplish tasks	50.00%	43.33%	5.56%	1.11%
5.	3.02	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	38.89%	35.56%	14.44%	11.11%
Overall rating on a 4 point scale: 3.32						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.40	Has several opportunities to engage in discussions with teacher and other students	56.67%	28.89%	12.22%	2.22%
2.	3.11	Makes connections from content to real-life experiences	36.67%	44.44%	12.22%	6.67%
3.	3.48	Is actively engaged in the learning activities	56.67%	34.44%	8.89%	0.00%
Overall rating on a 4 point scale: 3.33						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.29	Is asked and/or quizzed about individual progress/learning	44.44%	41.11%	13.33%	1.11%
2.	3.43	Responds to teacher feedback to improve understanding	51.11%	42.22%	5.56%	1.11%
3.	3.43	Demonstrates or verbalizes understanding of the lesson/content	51.11%	41.11%	7.78%	0.00%
4.	3.12	Understands how her/his work is assessed	38.89%	40.00%	15.56%	5.56%
5.	3.30	Has opportunities to revise/improve work based on feedback	45.56%	42.22%	8.89%	3.33%
Overall rating on a 4 point scale: 3.32						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.71	Speaks and interacts respectfully with teacher(s) and peers	73.33%	24.44%	2.22%	0.00%
2.	3.62	Follows classroom rules and works well with others	66.67%	28.89%	4.44%	0.00%
3.	3.17	Transitions smoothly and efficiently to activities	38.89%	45.56%	8.89%	6.67%
4.	3.22	Collaborates with other students during student-centered activities	43.33%	40.00%	12.22%	4.44%
5.	3.50	Knows classroom routines, behavioral expectations and consequences	55.56%	38.89%	5.56%	0.00%
Overall rating on a 4 point scale: 3.44						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.97	Uses digital tools/technology to gather, evaluate, and/or use information for learning	14.44%	16.67%	20.00%	48.89%
2.	1.74	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	14.44%	10.00%	11.11%	64.44%
3.	1.66	Uses digital tools/technology to communicate and work collaboratively for learning	13.33%	6.67%	12.22%	67.78%
Overall rating on a 4 point scale: 1.79						

Findings

Improvement Priority

Develop, implement and monitor a district-wide system that supports teachers in using instructional processes to inform students of learning expectations and to ensure ongoing modification of instruction so that students meet learning goals.

(Indicator 3.3, Indicator 3.6)

Primary Indicator

Indicator 3.6

Evidence and Rationale

The External Review Team reviewed numerous artifacts such as the curriculum and pacing guides, the Multi-Tiered System of Support (MTSS) framework, Science, Technology, Engineering, Arts and Math (STEAM) Innovate, SMART and the Reading Intervention guides that outlined a structured district-wide approach to a comprehensive system for curriculum, instruction and assessment. Interviews with teachers and observations in classrooms validated these processes were used frequently in all the schools visited. However, they also stated that these programs varied significantly in quality, consistency and degree of implementation.

Leadership and staff interviews at the school level indicated the need to develop additional strategies for involving students in understanding and setting learning goals/objectives. During eleot® observations, the Team noted learning goals were usually posted. However, brief interviews with students indicated individual students often did not understand how the posted learning goal applied to them. Exemplars of the expected assignment were often not available and appeared to be used inconsistently. Student data notebooks and other strategies used for student tracking of his/her individual progress did not appear to be common.

Leaders and staff emphasized the effectiveness of current interventions and programs in place. However, interviews and observations revealed modifications of instruction to meet individual student needs varied among classrooms. There were pockets of excellence; however, there were also classrooms where students reported little individualization of instruction. Interviews with teachers system-wide indicated inconsistencies regarding professional collaboration opportunities related to the use of data in advising ongoing instruction and stated this impacted their ability to modify instruction. Content teachers wished for a structure that provided time for them to meet with other content area teachers to ensure common goals are established, student progress is monitored and common curriculum is evaluated and modified to meet students' needs. Collectively, staff desired more professional development in understanding and using the SMART system to assist them in modifying instruction.

A clearly articulated district-wide system that provides guidance and supports the instructional processes used in classrooms builds the capacity for effective teaching and learning.

Opportunity For Improvement

Analyze current reporting procedures and establish a district-wide structure for reporting student progress with fidelity and consistency.

(Indicator 3.10)

Primary Indicator

Indicator 3.10

Evidence and Rationale

Artifacts did not reveal district-wide guidelines for the reporting of student progress. Instructional staff at the school level indicated that individual teachers often determined the procedures for determining student progress in their courses or at their grade level. Several teachers indicated they would like to establish criteria district-wide so students who move from school to school would be assured of fair grading practices. Students and parents both indicated that the reporting of academic progress often varied from one teacher to another in the same content area.

Reporting of student progress with fidelity and consistency across the system is integral to effective teaching and learning.

Powerful Practice

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.

(Indicator 3.12, Indicator 5.2, SF2. Stakeholder Feedback Results and Analysis, SP2. Test Administration)

Primary Indicator

Indicator 5.2

Evidence and Rationale

Santa Rosa personnel have implemented and managed an extensive, comprehensive local database (SMART) system to collect and analyze educational data to identify and meet the needs of all students.

Artifacts outlined the design, implementation and consistent upgrading of SMART, a district developed data management system. Policies and procedures were in place for the implementation of the system and validity and reliability were regularly checked. This system allowed for the filtering and manipulation of data over a wide variety of categories related to teaching and learning and was an exemplary component of SRCSD's comprehensive assessment framework.

Interviews highlighted the multiple ways SMART was used at the district and school levels. Parents cited the parent and student portals as a component they appreciated. The Multi-Tiered System of Support (MTSS) records are readily available and leadership explained how they are used. The Progress Monitoring Tool (PMP) for monitoring the progress of struggling students can be accessed. Grading, discipline and attendance records are available and used to triangulate data to inform staff of a student's complete educational record. These records are tracked and trends are monitored for at-risk possibilities, providing for a proactive step in negative outcomes students may encounter. Teachers emphasized that as they learn to use SMART and MTSS the potential exists to better support them in meeting the needs of all students. This Powerful Practice has the capacity to be an effective component in designing a district-wide framework for the Improvement Priority regarding modification of individual instruction.

Comprehensive, reliable and valid assessments of student progress are an essential component to planning for each student's success.

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.	2.11	2.68
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.	2.22	2.68
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.	2.89	2.90
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.	3.11	2.65

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.	3.11	2.97
2.2	The governing body operates responsibly and functions effectively.	3.00	2.96
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.	3.33	3.17
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.22	3.03
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.78	2.74

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.	3.33	2.70

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	1.89	3.42
Stakeholder Feedback Results and Analysis	2.78	3.03

Findings

Improvement Priority

Engage all stakeholder groups in a formalized, systematic, inclusive process to review, revise and communicate the system's purpose (mission and vision) for student success.

(Indicator 1.1, Indicator 1.2)

Primary Indicator

Indicator 1.1

Evidence and Rationale

Santa Rosa County School District's (SRCSD) mission: "Preparing students for success by providing a superior, relevant education," and vision: "Our students will be productive, successful contributors to society" were sometimes in written documents such as on the district website. However, artifacts, interviews and observations did not reveal an established documented process for regularly reviewing the mission and vision to ensure these statements reflected the current learning environment and were agreed upon by all stakeholder groups. A systematic process for communicating and developing understanding of the mission and vision did not appear to be in place.

A parent and community stakeholder group stated during an interview, “We think the word ‘relevant’ is in the mission; however, we’re not sure where the mission is written.” Some individuals said they thought the theme, “Every child, Every day” was the mission. Another stakeholder group said they would like to be included in reviewing the mission because they had ideas for a motto to go with the mission/vision. Teachers and support personnel indicated they had not been included in a review of the mission and vision.

Most schools had a school mission and in some schools it was prominently displayed. However, often school personnel during interviews did not link the purpose (mission and vision) to the teaching and learning that was occurring in classrooms. One staff member said, “What the mission is doesn’t really matter because nobody ever talks about it. We’re just here for the kids.” The External Review Team did not find data, hear in interviews or observe processes substantiating formal expectations for how schools review, revise and communicate a purpose for student success.

From 2010 to 2015 the county population increased by 10.4%. This has resulted in an increased number of new students in the SRCSD, resulting in the goal of building two new schools. Of the 94 school and district administrators 70 were in new positions. Change was occurring. A clearly articulated purpose statement (mission and vision) communicated and understood by all stakeholder groups builds the capacity for maintaining a collaborative district-wide learning community and enhanced teaching and learning.

Opportunity For Improvement

Examine current practices for soliciting stakeholder feedback about the purpose and direction of the district. Ensure an up-to-date, reliable system is in place to gather information from all stakeholder groups. (Indicator 2.5, SF1. Questionnaire Administration)

Primary Indicator

SF1. Questionnaire Administration

Evidence and Rationale

Since 2010 SRCSD has regularly used surveys that were developed with EducatorReady. The recent survey results of parents, students and employees were included in the district Self Assessment. These results indicated the minimum response rate was not met: parents less than 20% and staff less than 60%. The Self Assessment indicated questionnaires were administered with little fidelity to agreed upon administrative procedures. Also, those surveyed were not necessarily representative of the entire population served. Interviews verified the accuracy of this information.

Interviews and observations did not reveal other formal methods for gathering feedback from the various stakeholder groups or implementation of a feedback loop where data were used to inform decision making. Parents and community members said they were often individually or in a small group asked their opinions; however, they were not aware of a formal district-wide structure, other than the survey, for gathering information about stakeholders’ perceptions.

A systematic, user friendly, valid process for gathering the perceptions of key stakeholder groups is an essential component for effectively engaging stakeholders in support of the district's purpose and direction.

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.	3.11	2.87
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.	3.11	2.87
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.67	3.06
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	3.56	2.76

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.	3.11	2.73
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.11	2.72
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.	2.78	2.58
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.	2.89	2.60

Findings

Powerful Practice

SRCS D successfully manages and maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff in a time of limited resources.

(Indicator 4.3)

Primary Indicator

Indicator 4.3

Evidence and Rationale

Stakeholder interviews consistently indicated that SRCS D and school leaders have adopted expectations for maintaining safe, clean and healthy environments. Even aging facilities were well maintained and strategically staffed for safety. Walk-throughs by the External Review Team showed quality services are expected and provided.

SRCS D had exemplary procedures in place to manage professional contracted custodial, transportation and food services in a collaborative manner. Several examples were cited by leadership and staff demonstrating how this collaborative partnership worked on a day-to-day basis. For example, one school custodian said the school personnel included him in their celebrations and he was often consulted about the effect of a change on his responsibilities. SRCS D leadership stated, "Every one of these employees whether they are cafeteria, custodial or food services are treated just like district employees." Leadership stated contracted services allowed for external expertise and supervision of critical resource areas.

A safe, clean, healthy learning environment allows teachers and administrators to focus on providing quality instruction for students.

Conclusion

School personnel and community members of Santa Rosa County School District say, with obvious pride, the district extends from the cotton fields of the north through the central region of historic Milton to the sandy beaches of the south with a total area of 1,174 miles. SRCSD serves approximately 26,906 students in grades Pre-K through 12. There are ten elementary schools, seven middle schools, five high schools, two combination schools, three primary schools, three intermediate schools, a vocational technical center, a blended academy, an adult school, a community schools program and three administrative/support locations.

The External Review Team visited 11 of the schools. The TR Jackson Pre-Kindergarten Center was also visited at the same time as the External Review occurred. Throughout the Review, SRCSD leadership's presentations and stakeholder interviews clarified both opportunities and challenges. The observations in schools on Monday and Tuesday provided additional information.

The Team observed several common themes throughout the learning community. The concept of "servant leadership" permeated the district and appeared to be systemic. Leadership in the district and schools emphasized this commitment was part of the decision-making process. Another theme consistently highlighted was the importance of collaboration and developing relationships among leadership, staff and students. High expectations for all members of the Santa Rosa learning community were evident and leadership outlined strategies, such as this year's theme, "Seeking the Summit, Planning for Excellence," and the Strategic Improvement Plan, to substantiate this focus.

The leadership, staff and parents shared the challenges, opportunities and initiatives that are currently influencing the learning environment. SRCSD has experienced a significant increase in the percent of students who live in poverty. In 2009, the rate was 37%. For the past 3 years, the rate held steady with 45% of students qualifying for free/reduced lunch. The English Language Learner population has grown from 50 students in 2015-16 to 200 students in 2016-17. Obtaining resources for educating these students is a challenge.

The average expenditure for student costs is \$7,400. Santa Rosa continues to receive some of the lowest Full Time Equivalency (FTE) funding out of 67 Florida school districts. The learning community has withstood major cuts in funding in the past few years. With increasing student enrollment facility capacity has become an issue as it becomes difficult to meet the Florida class-size requirements. District leadership estimates at least two new schools need to be constructed.

Santa Rosa has demonstrated an ongoing commitment to finding strategies and programs to improve curriculum, instruction and assessment. For example, past positive initiatives identified included the Marzano-based evaluation system and the expansion of a reading intervention program begun in 2008. A current district initiative, The Science, Technology, Engineering, Arts and Mathematics (STEAM) Innovate Program, is a partnership with Discovery Education and is in year two of implementation. All stakeholders mentioned this initiative when discussing positive changes in teaching and learning and the positive impact the program was having on student engagement and increasing student success. Parents said, "STEAM is taking off in the county and we're seeing the district laying the groundwork for it."

The AdvancED Team designed two Improvement Priorities based on the artifacts, interviews and observations that were part of the External Review. The first Improvement Priority focuses on developing systematic, inclusive processes for the regularly scheduled review, possible revision and communication of a system-wide purpose for student success. The inclusion of all stakeholder groups in the process is essential to building support for district and school initiatives.

The second Improvement Priority has two components that support effective instruction. The Priority encompasses developing strategies for guaranteeing that individual students know, understand and have the skills for meeting the learning goals. The second component involves the modification of instruction to clearly target individual student's instructional needs. SMART contains a comprehensive framework of assessment district-wide. Some classrooms are using these data effectively to modify instruction. The next step is to systematically establish a sustainable transparent process for modifying instruction in every classroom. The two Improvement Priorities are intended to support the system-wide emphasis on increasing student success, system accountability and ensuring organizational effectiveness.

Evidence substantiates the positive changes Santa Rosa's leadership and staff have made in providing a quality learning environment for all students. The Team recognizes and supports SRCSD's progress in the continuous improvement process and their commitment to implementing this year's district-wide theme, "Seeking the Summit, Planning a Path to Excellence."

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:

- Develop, implement and monitor a district-wide system that supports teachers in using instructional processes to inform students of learning expectations and to ensure ongoing modification of instruction so that students meet learning goals.
- Engage all stakeholder groups in a formalized, systematic, inclusive process to review, revise and communicate the system's purpose (mission and vision) for student success.

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	299.46	278.94
Teaching and Learning Impact	303.17	268.48
Leadership Capacity	281.48	293.71
Resource Utilization	316.67	286.27

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
Avalon Middle School	319.05	318.18	328.57	320.51
Bagdad Elementary School	280.95	272.73	328.57	287.18
Bennett C. Russell Elementary School	295.24	327.27	328.57	310.26
Berryhill Elementary School	300.00	327.27	300.00	307.69
Central School	242.86	272.73	314.29	264.10
Chumuckla Elementary School	247.62	263.64	271.43	256.41
East Milton Elementary School	280.95	300.00	314.29	292.31
Gulf Breeze Elementary School	395.24	372.73	400.00	389.74
Gulf Breeze High School	247.62	300.00	314.29	274.36
Gulf Breeze Middle School	357.14	336.36	328.57	346.15
Holley-Navarre Intermediate School	280.95	318.18	328.57	300.00
Holley-Navarre Middle School	304.76	309.09	342.86	312.82
Holley-Navarre Primary School	314.29	327.27	285.71	312.82
Jay Elementary School	309.52	327.27	342.86	320.51
Jay High School	323.81	372.73	385.71	348.72
Martin Luther King Middle School	285.71	345.45	314.29	307.69
Milton High School	300.00	309.09	314.29	305.13
Navarre High School	314.29	345.45	371.43	333.33
Oriole Beach Elementary School	328.57	372.73	328.57	341.03
Pace High School	295.24	281.82	300.00	292.31
Pea Ridge Elementary School	295.24	345.45	385.71	325.64
R. Hobbs Middle School	300.00	318.18	357.14	315.38
Radford M. Locklin Technical Center	385.71	363.64	400.00	382.05
S.S. Dixon Intermediate School	304.76	336.36	328.57	317.95

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
S.S. Dixon Primary School	300.00	354.55	328.57	320.51
Santa Rosa Adult School	371.43	345.45	357.14	361.54
Santa Rosa Online Academy	309.52	261.54	300.00	292.68
Thomas L. Sims Middle School	280.95	309.09	371.43	305.13
W.H. Rhodes Elementary School	314.29	309.09	342.86	317.95
West Navarre Intermediate School	304.76	381.82	314.29	328.21
West Navarre Primary School	328.57	345.45	328.57	333.33
Woodlawn Beach Middle School	319.05	309.09	314.29	315.38

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
T. R. Jackson Pre-Kindergarten Center	

Team Roster

Member	Brief Biography
<p>Dr. Sharon A Knudson</p>	<p>Dr. Knudson has worked with children in a variety of capacities from professional storyteller to teacher/principal in schools. A summary of her professional experience is 2010-present---Lead Evaluator with AdvancED; 1993-2010---Laramie School District #1,WY-Director, Non-tenured Teacher programs; Director, Professional Development; principal; teacher; and UW graduate instructor. Her WY Certification is Superintendent K-12, Principal K-12, Elementary Education-highly qualified, Speech Pathologist, Ex.-Gen. K-12. Her professional activities related to AdvancED include Lead Evaluator/team member to twenty-three states, DoDEA and International Schools---Japan, Europe, Egypt, Diagnostic Review Lead Evaluator, and Lead Evaluator Mentor. Dr. Knudson has received several national and state leadership and teacher awards. She recently participated as a district observer in a national Teacher & Leader Evaluation Systems research study.</p>
<p>Ms. Kathryn Plamondon Leeper</p>	<p>Completed a Bachelors of Arts in Elementary Education degree from Saint Leo University in 1994, and Master of Arts in Educational leadership in 2005. Mrs. Leeper served students at the elementary, middle, and high school levels. She taught intermediate continuous progress and Pre-Kindergarten at Cypress Elementary until 2003, when intrigued by the Districts new Intensive Reading positions, she decided to make the transition to J.W. Mitchell High School. Earned her Master of Educational Leadership Degree from Saint Leo University and has been an Assistant Principal in Pasco County since 2006. Responsible identifying areas in need of improvement in collaboration with FLDOE (Florida Department of Education). Responsible for leading Graduation Enhancement and Guidance team in improving overall graduation rate from 75% to 88% and at risk graduation rate from 64% to 78% in two years. Lead the development the ninth grade academy and reduced failure rates from 50% of the 1st year freshmen failing three or more classes to less than 4% in one year. Developed a student focused master schedule that provided teachers with extended time to collaborate. Developed positive behavior support program to reduce referrals by 50%.</p>
<p>Mr. Anthony M Chiles</p>	<p>Anthony Chiles currently serves as an administrator in the Burke County Public School System in Waynesboro, GA. He has taught music education at the middle and high school levels before moving into administration. Currently in his sixth year of administration, he has worked with AdvancED since 2009. Experience with AdvancED include serving on numerous External Review Teams as Associate Lead Evaluator for both school and systems accreditation and Lead Evaluator for school accreditation. Mr. Chiles has presented at the Georgia AdvancED SACS Fall Conference and the AdvancED International on the topic of Effective Meetings Tools and Building a Collaborative Culture. He is also certified as a national SWIS (School-Wide Information System) Facilitator, which enables educators to use and sustain Positive Behavior Intervention and Supports software to influence how schools support student behavior. Mr. Chiles has his bachelors of Music Education from Berry College and a Masters and Specialist in Educational Leadership from Georgia College and State University.</p>

Member	Brief Biography
<p>Mrs. Tamra Mallory Hogue</p>	<p>Tamra Mallory Hogue Tamra currently serves as the Supervisor of Instructional Technology and Media Services for Bay District Schools, Panama City, Florida. Over the years Tamra has served as Supervisor for Instructional Technology and Media Services, District Administrator for School Improvement; District Technology Resource Teacher and a classroom teacher for 19 years. While teaching in the classroom, Tamra taught both elementary K-5 and high school levels 9-12. Tamra completed the National Board Certified Teacher process in the area of Early Childhood through Young Adulthood Library Media. Tamra also serves as an adjunct professor at Gulf Coast State College (Educator Preparedness Institute), where she teaches "Technology for Teachers". Tamra has authored and been awarded several grants for curriculum integration of technology and professional development. Tamra served as a guest panelist for 2013 FETC LIVE and has been a presenter at FETC 2013- 2016. Tamra has also served as a guest panelist for Discovery Education Assessment webinars and is a member of many state organizations which include FCITL, FAEDS, FAME, FASD and CoSN. Tamra served as the district leader of the CoSN Teaming for Transformation Cadre out of Washington.</p> <p>Tamra has been very instrumental in the digital transformation in Bay District Schools by implementing initiatives such as the Go Connect 1:1 Chromebook Initiative for Middle Schools, BYOD Policy for K-12 and overseeing the installation of 1500 SMART classrooms. In 2014 Tamra was invited to serve on the State of Florida Digital Learning Advisory Committee. Bay District Schools was presented the Florida Association of Staff Development - 2012 Outstanding Professional Development Award based on the work of Tamra's technology coaching team model. In February 2014, Tamra and the Bay District Schools technology coaches were featured in eSchool News http://www.eschoolnews.com/2014/02/04/common-core-skills-877/?ps=30741-0013000000j06R4-0033000000q5QzU .</p> <p>Tamra also serves as a district level, Principal Evaluator Leader (PAL) for Bay District Schools. In this role, Tamra works with assigned principals on becoming highly effective leaders and assisting with the School Improvement Process. Tamra also evaluates other district administrators and instructional coaches. Tamra serves as a member of the District Assistance Team which works together to assist district schools in the area of School Improvement and Accountability. Tamra also supervises the District Instructional Material Work-group which works to review and adopt instructional materials to insure the process for adopting and reviewing instructional materials according to state and local policies and aligned to curriculum needs.</p> <p>Tamra has served on Advance Ed Accreditation teams before, as a team member and participant of the Bay District Accreditation Team. While serving as the District School Improvement Specialist, Tamra had an active roll in the Advance Ed Accreditation process. Tamra hold a BS degree from University of West Florida and a MS degree from Florida State University. Tamra is married to Donald G. Hogue. They have four boys, Travis, Landan, Corey and Lance, ages 20-27.</p>

Member	Brief Biography
<p>Dr. Sylvia R. Jackson</p>	<p>Dr. Jackson is currently employed as the Director of Gadsden’s Technical Institute (GTI). During the course of her 30-year career as an Educator, she served as a middle and high school science teacher; high school lead guidance counselor; high school assistant principal for curriculum, assessment, and federal programs; high school principal; curriculum director for both small (Gadsden County Public Schools) and large school districts (Anaheim Union High School District; and a university summer adjunct instructor (California Lutheran University-Human Growth and Development). She has completed Action Research (CA – Integrated Science Curriculum) for and written and received several state (Orange County Middle School STEM Science Grant, FLDOE RTTT) grants both in the State of California and Florida. She has served as a committee member on numerous university (California Lutheran Educators Committee and FAMU-COE Redesign and Restructuring Committee), community college (Oxnard College Educators Committee and Tallahassee Community College Outreach Community Committee), and district education committees (Havana Middle School Restructuring Committee, Panhandle Area Education Consortium Advisory Board).</p> <p>She is a graduate of the Gadsden County Public School system. She earned her Bachelor of Arts degree in Biology from Indiana University, a Psychiatric Nursing License from Camarillo State Hospital, and my teaching certification in Life Science from the University of California, Santa Barbara. She has a Master’s of Science degree in Guidance and Counseling, Master’s of Arts in School Administration, and a Doctorate of Education Leadership, all of which were earned at California Lutheran University. She has written high school curriculum for both English and English as a Second Language science instruction; and presented at the National Science Teachers’ Association Conference and numerous local organizations within the learning communities she has served.</p> <p>During her tenure with the Gadsden County Public Schools System, she authored the Race to the Top Grant, the Gadsden Teacher Evaluation Model, and the School Leaders/Non Classroom Teachers Evaluation Models (http://www.gcps.k12.fl.us/). She served on the Panhandle Areas Education Consortium (PAEC) Advisory Board for four years and is currently serving on the Gadsden County Development Council. She is also a trained Clinical Educator certified by the State of Florida. Her current District responsibilities included supervision of the day to day operations of Gadsden Technical Institute and overseeing the Career and Technical programs at school sites.</p>
<p>Dr. Willie A Jackson</p>	<p>Dr. Willie A. Jackson is a proven leader and team builder in both military and education environments. He is currently retired after 10 years of employment with Gadsden County Public Schools and 25 years of active duty in the Army. He has experience as an assistant professor as well as school administrator for elementary, middle, and high schools. He earned a Bachelor and Master degrees from Troy University (Troy, Alabama) and a Doctorate of Education from Northcentral University (Prescott, Arizona). Dr. Jackson is a published author on the topics of Reading Achievement Scores, Parental Involvement, and Financial Stability. Dr. Jackson has served on seven Districts and one Charter School accreditation teams. He co-chaired his own district accreditation process and spearheaded the governance committee for his charter school accreditation visit. He has received numerous awards and recognition for both military and community service. Most noted are a recipient of the General Douglas MacArthur Leadership Award, and a graduate of the elite Florida Commissioner of Education Leadership Academy.</p>

Member	Brief Biography
<p>Ms. Carol Martin</p>	<p>As an educator of 30 years in Alabama Carol Martin has the same enthusiasm for our career as when she began! Ms. Martin's career began in her high school English classroom; later she became the principal of her own high school, served as a high school administrator for 18 years, and now enjoys a district leadership role of Director of Instruction and Intervention in Sylacauga City Schools. She works with PreK-12 in her school system, leading Assessment, RTI, Accountability, Professional Development, and other areas. Ms. Martin's Ed.S. degree is in Educational Leadership. She is a Communications major who enjoys presentations and working with teams. Ms. Martin has organized, led, and served on SACS and AdvancED team processes in several states, Model School teams, and Middle and High Schools That Work teams. She loves to share experiences and enthusiasm with others as they focus on improving schools for all students.</p>
<p>Mrs. Jody Miller</p>	<p>Jody Miller is in her 9th year as a Principal with Nobel Learning Communities, Inc., a network of 190 private schools across the United States. She specializes in Early Learning initiatives and teacher training. She began her educational career in 1995 as an Early Childhood teacher and Parenting instructor at Nova Southeastern University Mailman Segal Center for Human Development. In 2005, she earned a Master of Science Degree in Education from Nova Southeastern University and, henceforth, became a Vice Principal at a school for children, 1st grade through 12th, with behavioral challenges. She obtained her bachelor's degree from Loyola University, Chicago, in Business Communications and worked as a photojournalist for several years in the Chicagoland area. Jody Miller has served on several accreditation teams with AdvancED; she looks forward to collaborating with fellow educators and gaining knowledge from the experience.</p>
<p>Mr. Dennis W Nath</p>	<p>Dennis Nath received his Master's degree in Media and Technology from Mankato State University, Mankato, Minnesota. He retired after serving 32 years as the district library media specialist for the Mitchell School District in Mitchell, SD. He was recruited to design and furnish a media center/library for Hayah International Academy in Cairo, Egypt, and spent the 2008-2009 school year in the Mideast. Dennis has been a member of AdvancED evaluation teams since 2009 and has assisted on numerous visits in 10 states and serves as a lead evaluator in his home state of South Dakota.</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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