

# Report of the External Review Team for Hernando 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

Prior to the on-site district review, the AdvancED External Review Team (team) began its off-site deliberation about and examination of artifacts provided by the Hernando County School District (HCSD), headquartered in Brooksville, FL, with an initial team and district joint telephone conference call held on January 15, 2015. At that time HCSD central office staff addressed district operations and priorities with the six team members assigned by AdvancED. In addition, the Lead Evaluator announced AdvancED Standard and Domain chairpersons for the team and explained documents posted on the AdvancED Workspace.

The team began the on-site HCSD review with an evening dinner held at the Silverthorn County Club located in Brooksville, FL, on Sunday, January 25. The event was attended by the district superintendent, district AdvancED contact person, various district supervisors, central office assistant superintendents, and team members. An extensive examination of the district using the approved accreditation review process was conducted with an emphasis on the five AdvancED standards, the use of the Effective Learning Environment Observation Tool (eleot), and various interviews with HCSD central office staff as well as school leaders and stakeholder groups. The examination also included submitted district and school artifacts, an analysis of school and district survey data, and information summarized from student performance.

While on-site the team conducted numerous interviews within the HCSD central office on Monday, January 26, toured six HCSD schools on Tuesday, January 27, and departed the district in the afternoon of January 28. The HCSD and all its schools were well-prepared for the visit with all events appropriately planned and scheduled. Teachers, staff, students, and other stakeholder groups interviewed understood the review process in which the district and its schools were involved and were eager to participate in the various activities. There were open and honest discussions, interviews, and informal visits with administration and staff which provided valuable information to the team. This information, along with a review of artifacts and visits to classrooms, provided an overall view of the learning environment of the district and how thoroughly the AdvancED standards for accreditation were addressed.

There was a wide variety of stakeholder groups present during the visit and numerous interviews took place. The team interviewed all 5 school board members, the superintendent, 80 central office and school administrators, 62 teachers, 20 support staff, 20 parents/caregivers and/or stakeholders, and 22 students for a total of 210 persons. Each group or individual interviewed was well-informed about the vision and mission of the district and its schools, as well as future HCSD and individual school short- and long-range goals and objectives. The stakeholder group was open in its comments and readily discussed all questions asked by the team. Several persons interviewed volunteered additional information about the district and its schools that was not included in any team questions. In addition to the stakeholder groups mentioned above, the team randomly observed 69 classrooms utilizing the elect protocol and examined numerous bulletins, policy manuals, and other school documents.

The team would like to thank HCSD staff, school administration, all faculty, students, parents, and community for the warm, friendly welcome and for all comforts afforded during the accreditation process. The team would also like to extend a special thank you to the various persons who provided meals, refreshments, and technology assistance. Finally, the team noted that district and school officials had thoroughly planned for the accreditation visit and had arranged all meetings and events to both complement the district and also follow the timeline required by the process.

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.

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Stakeholder Interviewed	Number
Superintendents	1
Board Members	5
Administrators	80
Instructional Staff	62
Support Staff	20
Students	22
Parents/Community/Business Leaders	20
<b>Total</b>	<b>210</b>

# 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.	2.83	2.55
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00	2.54
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.83	2.70
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.83	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	3.17	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	3.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	3.83	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.	3.17	2.46
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00	2.57
3.11	All staff members participate in a continuous program of professional learning.	3.17	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	3.00	2.63

### Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.67
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	3.83	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00	2.14
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.17	2.45
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	3.00	2.85

### Student Performance Diagnostic

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

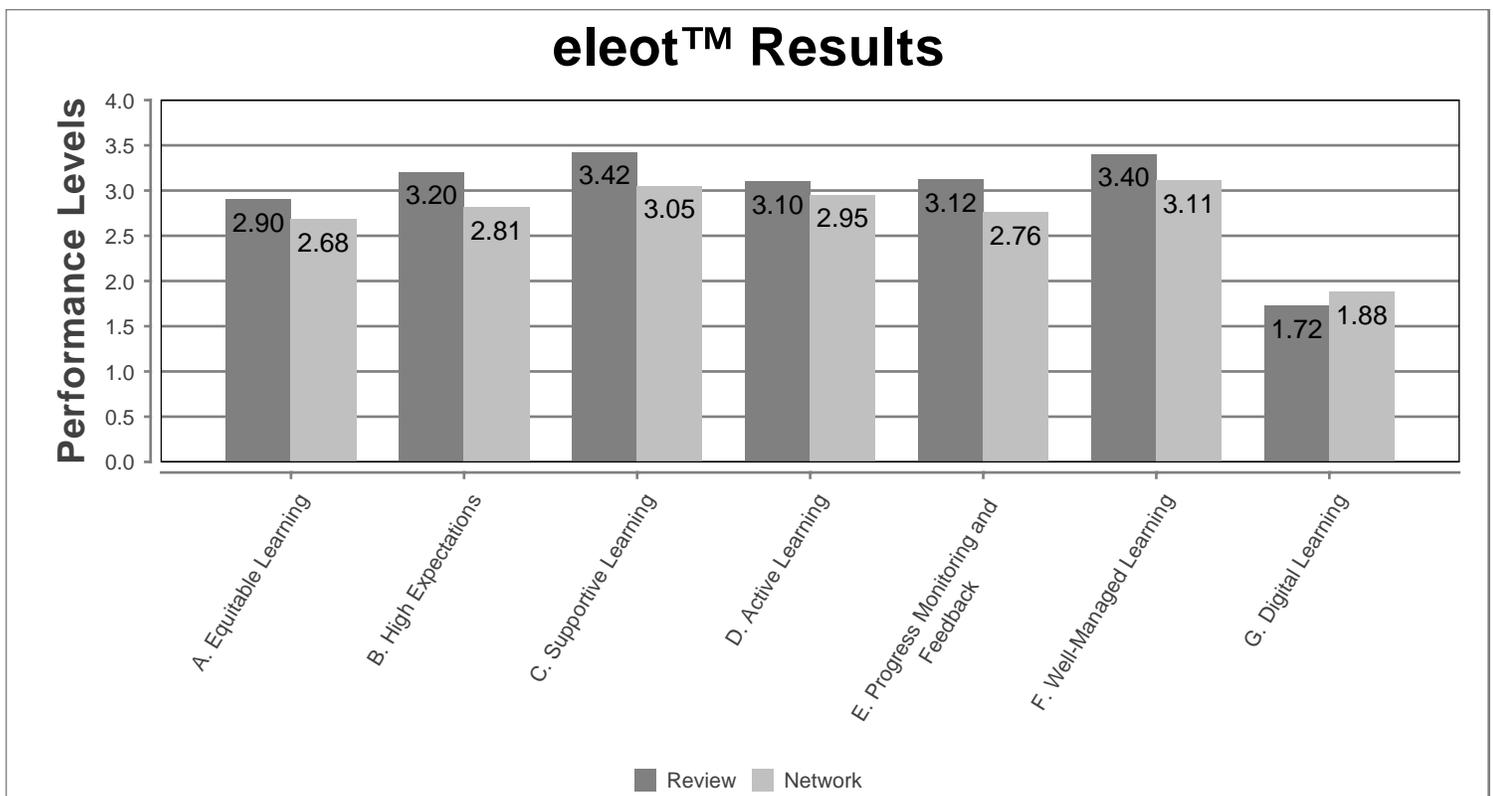
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.32
Test Administration	3.00	3.62
Equity of Learning	2.00	2.52
Quality of Learning	3.00	3.06

## Effective Learning Environments Observation Tool (eleot™)

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

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



The team utilized the eleot instrument in observing 69 school classrooms located within the six HCSD schools visited and determined ratings for each of the seven learning environments measured through the use of the instrument. Areas of highest rating on the eleot scale were the "Supportive Learning Environment" and "Well-Managed Learning Environment" with scale averages of 3.42 and 3.40. The third highest area was "High Expectations for Learning" with a scale average of 3.20. AdvancED network averages for these categories

were 3.05, 3.11, and 2.81, respectively.

The eleot observation protocol indicated that the classroom learning environment within the district was positive. The HCSD provided some evidence of an equitable learning environment with opportunities for student engagement. However, more opportunities for differentiated learning as well as opportunities for students to learn about their backgrounds and culture would enhance and enrich student learning opportunities. The lack of observed instances of these activities led to a lower eleot rating on the "Equitable Learning Environment" component of 2.90.

A high expectation for learning was observed in many situations and students were well-managed within the classroom. Exemplars for assessment were not evident in all classes observed which led to a lower eleot score in some areas. The team also noted the absence in some classes of student progress feedback and active learning environments which led to a lower score in the "Progress Feedback" and "Active Learning Environment" categories. The respective eleot values for the district in these areas were 3.12 and 3.10.

Although school staffs were prepared for the visit and all teachers observed provided instruction in a rich environment, an absence of student use of instructional technology to enhance teaching and learning was noted in some instances. District planners are continuing efforts to monitor and enhance infrastructure capability to support technology in the future, however, team observations supported the notion that more could be made of existing classroom technology. It is noted that the district score for "Digital Learning Environment" was 1.72 as compared with a network average of 1.88.

HCSD students were outstanding in several ways. Not only were they polite and orderly as they moved about their respective campuses, but they were attentive and focused in classrooms, as well. Students, as a whole, demonstrated evidence of a well-organized group who respectfully followed school rules. During class activities, students interacted with each other and worked well together and independently. It was obvious to the team that good student behavior was an expectation and part of the routine for attendance at all the district schools visited.

**eleot™ Data Summary**

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.81	Has differentiated learning opportunities and activities that meet her/his needs	26.09%	49.28%	4.35%	20.29%
2.	3.32	Has equal access to classroom discussions, activities, resources, technology, and support	43.48%	47.83%	5.80%	2.90%
3.	3.38	Knows that rules and consequences are fair, clear, and consistently applied	44.93%	49.28%	4.35%	1.45%
4.	2.09	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	13.04%	24.64%	20.29%	42.03%
<b>Overall rating on a 4 point scale: 2.90</b>						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.36	Knows and strives to meet the high expectations established by the teacher	43.48%	49.28%	7.25%	0.00%
2.	3.22	Is tasked with activities and learning that are challenging but attainable	34.78%	55.07%	7.25%	2.90%
3.	3.00	Is provided exemplars of high quality work	36.23%	40.58%	10.14%	13.04%
4.	3.13	Is engaged in rigorous coursework, discussions, and/or tasks	27.54%	60.87%	8.70%	2.90%
5.	3.29	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	43.48%	44.93%	8.70%	2.90%
<b>Overall rating on a 4 point scale: 3.20</b>						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.54	Demonstrates or expresses that learning experiences are positive	57.97%	37.68%	4.35%	0.00%
2.	3.54	Demonstrates positive attitude about the classroom and learning	59.42%	34.78%	5.80%	0.00%
3.	3.42	Takes risks in learning (without fear of negative feedback)	49.28%	43.48%	7.25%	0.00%
4.	3.45	Is provided support and assistance to understand content and accomplish tasks	53.62%	37.68%	8.70%	0.00%
5.	3.16	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	36.23%	50.72%	5.80%	7.25%
<b>Overall rating on a 4 point scale: 3.42</b>						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.23	Has several opportunities to engage in discussions with teacher and other students	37.68%	47.83%	14.49%	0.00%
2.	2.75	Makes connections from content to real-life experiences	30.43%	37.68%	8.70%	23.19%
3.	3.32	Is actively engaged in the learning activities	43.48%	44.93%	11.59%	0.00%
<b>Overall rating on a 4 point scale: 3.10</b>						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.22	Is asked and/or quizzed about individual progress/learning	34.78%	53.62%	10.14%	1.45%
2.	3.26	Responds to teacher feedback to improve understanding	36.23%	53.62%	10.14%	0.00%
3.	3.28	Demonstrates or verbalizes understanding of the lesson/content	39.13%	50.72%	8.70%	1.45%
4.	2.86	Understands how her/his work is assessed	30.43%	42.03%	10.14%	17.39%
5.	3.00	Has opportunities to revise/improve work based on feedback	28.99%	50.72%	11.59%	8.70%
<b>Overall rating on a 4 point scale: 3.12</b>						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.52	Speaks and interacts respectfully with teacher(s) and peers	59.42%	34.78%	4.35%	1.45%
2.	3.52	Follows classroom rules and works well with others	59.42%	34.78%	4.35%	1.45%
3.	3.22	Transitions smoothly and efficiently to activities	49.28%	33.33%	7.25%	10.14%
4.	3.19	Collaborates with other students during student-centered activities	50.72%	28.99%	8.70%	11.59%
5.	3.54	Knows classroom routines, behavioral expectations and consequences	57.97%	37.68%	4.35%	0.00%
<b>Overall rating on a 4 point scale: 3.40</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.09	Uses digital tools/technology to gather, evaluate, and/or use information for learning	14.49%	30.43%	4.35%	50.72%
2.	1.55	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	7.25%	14.49%	4.35%	73.91%
3.	1.54	Uses digital tools/technology to communicate and work collaboratively for learning	7.25%	13.04%	5.80%	73.91%
<b>Overall rating on a 4 point scale: 1.72</b>						

## Findings

### Improvement Priority

Develop and implement a district-wide common grading and reporting system.

(Indicators 3.10)

#### Evidence and Rationale

The team noted through interviews and examination of artifacts that the district did not have consistent procedures for the implementation of a common grading system. The district has not developed an effective common grading system necessary for consistency of practices district-wide. A lack of evidence of common grading criteria that represents the attainment of content knowledge and skills was noted. The team further found that these practices, if evident, were not consistent across grade levels, courses, and schools; and that the district provided limited feedback to improve overall student performance. A common grading system provides evidence for gauging student learning progress. Alignment of grading practices throughout the system results in measurable student performance that may be used to provide accurate, specific and consistent feedback to stakeholders.

A coordinated curricular grading approach ensures that all students have opportunities to experience success with a school district’s learning goals and academic expectations. It also provides for a thoughtful continuum of content and skills across grade levels while assuring each student is provided the opportunity to learn what is outlined in the school district’s standards. Better comparison of student academic growth can be made if all schools within a district utilized common grading. In addition, professional development can be more focused since common grading allows for more precise analysis of documentation of reaching district-wide strategic learning goals.

## **Improvement Priority**

Develop and implement a specific district-wide policy describing procedures that clearly define and outline the district process for analyzing data to determine verifiable improvement in student learning.

(Indicators 5.4)

### *Evidence and Rationale*

A review of the strategic plan monitoring data for HCSD indicates that all schools have developed data review calendars to engage school-based leadership teams in problem solving using school wide data. Interviews of district staff and school-based leadership indicate data rich discussions occur in a variety of ways based on each school's individual plan and perceived need. The team noted that there was no systematic process in place to ensure continuity of district-wide practices in analysis and use of data. Various initiatives within individual schools focused on sporadic activities addressing improvement but successful school initiatives were not shared with other schools.

The development of a written policy and procedures addressing data analysis to be utilized by all school based leadership teams will support district-wide comprehensive data summary efforts, provide clear direction in improvement activities, and more effectively inform staff responsible for planning in any school district.

Continuous improvement district-wide will result from systemic practices, defined by clearly understood policy and procedures that are implemented at all schools. The most effective best practices in data analysis happening in individual schools throughout a district must be shared across all schools in the district. District-wide student achievement data that is reliable and consistent must be used to monitor equity, make decisions about alignment, and target professional development efforts. Organizational learning occurs when knowledge is distributed across individuals and clearly delineated practices surrounding effective use of the data are embedded in the culture, values, and routines of all of the members of the organization.

## **Improvement Priority**

Implement a rigorous district-wide professional development plan to train all faculty and instructional support staff in the evaluation, interpretation, and use of data to improve student achievement.

(Indicators 5.3)

### *Evidence and Rationale*

The district has provided training for the majority of professional staff in the evaluation, interpretation, and use of data as reported in district documents. The Performance Matters Automated Database Management System for Student Performance software used by the district to monitor professional development indicates a need for additional training in the area of data evaluation for instructional support staff. Interviews with assessment teachers and district assessment staff verified this need. Visits to schools revealed the need for additional training for teachers addressing data rich instructional decision-making. The HCSD strategic plan identifies as a focus area the use of student data to drive and differentiate instruction, thus, the reason for all employees to be well-trained to meet the district motto, "We're about Students!"

Continuous improvement is based on a thorough understanding by all district staff of the current reality of student achievement as measured by student data. Decision-making capacity is improved when all staff have

adequate knowledge to collaborate using the summary data of academic performance. A well-trained faculty and staff are enabled to deliver high quality rigorous lessons.

### **Opportunity for Improvement**

Develop and implement best teaching strategies to uniformly use throughout the district.

(Indicators 3.3)

#### *Evidence and Rationale*

The team reviewed artifacts and surveys, conducted interviews, and conducted walkthroughs throughout schools and determined that levels of student collaboration, self-reflection, and development of critical thinking skills were not consistent throughout the district. The team further noted addressing individual learning needs of groups of students in the lower quartile as well as presenting strategies for the high level students was not being effectively monitored or addressed. In addition, it was noted that feeder school collaboration and grade level articulation meetings were not consistent throughout the district. The district demonstrated little evidence of alignment between the curriculum and instructional practices of the individual schools.

Research has shown that a collaborative process that ensures alignment of curriculum, instruction, and assessments will produce a strong focus on improving student achievement with a variety of instructional tools for all staff. In addition, communication with feeder schools would assist in standardization of skills needed when students move to the next level of instruction within a district.

### **Powerful Practice**

In spite of heavy budget cuts in the past year, the district has placed assessment teachers in every school.

(Indicators 5.2)

#### *Evidence and Rationale*

The review team found that the district, despite severe budgetary constraints, persevered to keep school-based assessment staff as a priority. Stakeholders across all levels of the district emphasized the value of the assessment teacher to ensure accuracy of assessment data and management of the Florida Department of Education required assessment procedures. The assessment teachers were described as “data liaisons” for the district and school staff. School leaders acknowledge the assessment teacher's critical role in the utilization of data to guide and direct student instruction at each school.

Assessment teachers are a valuable resource that enhance school capacity to improve student achievement. Further, these assessment teachers promote collaborative discussion about student learning and the conditions that support student progress. Data driven instructional decisions are critical to continuous improvement in alignment of curriculum, instructional strategies, and planning for professional development to improve teachers practice.

### **Powerful Practice**

The system and all of its schools engage families in meaningful ways in their children's education.

(Indicators 3.8)

*Evidence and Rationale*

Tours of the schools, interviews with various stakeholders, and the review of artifacts manifested the fact that HCSD has the understanding, commitment, and support of parent groups. The team noted a list of varied activities and communications modes with families, e.g., info portal, online postings and web sites, newsletters, parent centers, academic nights, open house, and early release days. Through these activities families have many opportunities to provide input for their child's success at various schools. Each Title One school provides a contract for parents to sign to ensure they will assist the school with their child's learning process. The team reviewed the district and school calendars which outline when and how families are provided information on their child's academic progress and upcoming family involvement events. Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools.

Parents can make noticeable differences in their children's success at school by becoming involved in the educational program. Support for the child at home is also enhanced if the parent understands the mission of the school in the total education of the child and communicates with the school regularly.

# 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.	3.00	2.67
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.69
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	2.87
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.64

## Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	3.00	2.96
2.2	The governing body operates responsibly and functions effectively.	3.00	2.99
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	4.00	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	3.00	2.69

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	3.00	2.78

## Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	3.00	3.12

## Findings

### Powerful Practice

In spite of heavy budget cuts in the past year, the district has placed assessment teachers in every school. (Indicators 5.2)

#### Evidence and Rationale

The review team found that the district, despite severe budgetary constraints, persevered to keep school-based assessment staff as a priority. Stakeholders across all levels of the district emphasized the value of the assessment teacher to ensure accuracy of assessment data and management of the Florida Department of Education required assessment procedures. The assessment teachers were described as “data liaisons” for the district and school staff. School leaders acknowledge the assessment teacher's critical role in the utilization of data to guide and direct student instruction at each school.

Assessment teachers are a valuable resource that enhance school capacity to improve student achievement. Further, these assessment teachers promote collaborative discussion about student learning and the conditions that support student progress. Data driven instructional decisions are critical to continuous improvement in alignment of curriculum, instructional strategies, and planning for professional development to

improve teachers practice.

### **Powerful Practice**

The district and its schools engage stakeholders in two-way conversation through multiple venues to support its purpose and direction.

(Indicators 2.4)

#### *Evidence and Rationale*

The External Review Team found through interviews, observations, and examination of artifacts that the district and its school leaders use a variety of innovative methods to foster stakeholder engagement, support, and collaboration. The superintendent as well as district and school leadership reach out to local businesses, parents, and volunteers to participate in shared leadership opportunities. The strategic plan, mission, and vision of the district were developed through two-way collective efforts with community support. As a result, increased community partnerships help to promote the district vision and mission. The Department of Communication was established to provide on-going meaningful avenues of community engagement. Parents verified that there is an atmosphere of collaboration and openness for stakeholder feedback and involvement. Lastly, the Hernando County Education Foundation supports the district's efforts in numerous ways to further its purpose and direction.

Providing opportunity for stakeholders to participate in the education system allows for collective accountability for maintaining and improving conditions that support a system's purpose and direction. Stakeholders engaged in the support of the education process become better informed community members that contribute to sustaining the viability of the educational system. Engaging stakeholders in shared decision-making ensures transparency and equity of educational operations and practices.

# 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	2.98
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	3.00	2.98
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	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.	3.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3.00	2.82
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.00	2.64
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	3.00	2.65
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.64

# Conclusion

The External Review Team noted that the Hernando County School District is committed to excellence in teaching and learning. There is much evidence of a focus to engage families in meaningful ways to keep them informed of their children's learning progress. The district has the understanding, commitment, and support of stakeholders. This theme was present in all interviews with parents, community members, school staff, school board, and district administration.

District professional learning communities have the potential to raise academic achievement levels for all students. The team noted that district teachers and school leaders are becoming more involved in practices such as lesson study about delivery and design of teaching, examination of student work showing standards-based achievement, and reflection on achievement data. These actions directly support a focus on increasing teacher capacity to use differentiated instructional strategies to personalize student learning and to enhance the possibility of student academic success. However, it was noted that more emphasis was needed on lesson design and delivery for students found within the lower student success quartile.

The External Review Team found that HCSD has an established system for comprehensive student assessment, supported by a data management system that produces data from multiple assessments including state, district, and classroom. The HCSD assessment system provides consistent measurement of student learning district-wide. Processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used by most professional and support staff. Review by the accreditation team noted a need to ensure that all staff are trained to interpret and effectively utilize these data. In addition, the team found many and varied examples of the use of data analysis shared by school leaders at the schools visited and by the district staff; thus, the team noted an immediate need for the district to implement a common grading system to be used throughout the district.

The External Review Team determined the district has a strong leadership capacity to support and enact the purpose and direction of the district through its leadership and governing board. The mission and vision statements adopted in the district strategic plan have been created with input from all stakeholders and have been incorporated into all schools. The mission and vision statements form the framework for expectations of student success further expressed in the district motto, "We're about students!" Leadership at all levels of the district commit to incorporating these values as they plan for challenging educational programs and equitable learning experiences for all students as evidenced through interviews with district personnel and stakeholders as well as through observations at the visited schools. The strategic plan of the district serves to focus efforts of all employees and helps to measure effectiveness of the completion of stated goals. Further, the district has placed additional effort into fostering community partnerships that contribute to sustaining the viability of the educational system.

District policy, procedures, and practices clearly document adherence to state and local laws and regulations while ensuring effective administration of the district and its schools. The governing board operates as a cohesive unit to meet goals outlined by the district and support the effective management of day-to-day operations. A culture of collaboration, shared leadership, and vested interest is fostered at all levels

throughout the district and among stakeholders. District and school leadership engage stakeholder groups in support of the district purpose and direction through a variety of means including social media, web-based technology, town hall meetings, and other venues that support frank two-way communication. District leadership and the governing body clearly comprehend the importance of a shared vision and mission and invest and manage resources needed to accomplish the goals contained within them.

Through review of artifacts, interviews, and observations the team determined HCSD has in place policies and procedures to provide continued resources to support its mission of ensuring success for all of its students. The district has well-defined procedures to hire, place, and retain qualified professional and support staff. Even in times of limited revenues, the district leadership and governing board budget material resources and fiscal resources to support the purpose and direction of the district, for example providing an assessment teacher for each school. The district has developed comprehensive, long-range processes to provide for budgeting, strategic planning, and facility maintenance. These processes are continually tracked and reviewed. The district insures that students and faculty have access to well-equipped and staffed media centers throughout the individual schools. The technology infrastructure has been upgraded to provide bandwidth necessary to enable the district to continue the enhancement and provision of adequate networking capabilities. As funds become available, the district plans to replace its outdated computers with new and updated equipment. Additionally the district has the support of numerous community organizations to aid the district in its mission. Of special note is the Hernando County Education Foundation that has often contributed funds to provide enhanced opportunities for both staff and students.

## 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 and implement a district-wide common grading and reporting system.
- Develop and implement a specific district-wide policy describing procedures that clearly define and outline the district process for analyzing data to determine verifiable improvement in student learning.
- Implement a rigorous district-wide professional development plan to train all faculty and instructional support staff in the evaluation, interpretation, and use of data to improve student achievement.

# 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	297.15	282.79
Teaching and Learning Impact	284.92	274.14
Leadership Capacity	316.67	296.08
Resource Utilization	300.00	286.32

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

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

# Addenda

## Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Brooksville Elementary School	314.29	281.82	257.14	294.87
Central High School	276.19	290.91	257.14	276.92
Challenger K8 School of Science and Mathematics	314.29	318.18	242.86	302.56
Chocachatti Elementary School	328.57	336.36	328.57	330.77
Deltona Elementary School	314.29	336.36	328.57	323.08
Dolores S. Parrott Middle School	319.05	318.18	285.71	312.82
Eastside Elementary School	247.62	272.73	242.86	253.85
Explorer K-8	242.86	209.09	200.00	225.64
F.W. Springstead High School	285.71	309.09	300.00	294.87
Fox Chapel Middle School	276.19	227.27	242.86	256.41
Hernando E-School	271.43	276.92	271.43	273.17
Hernando High School	314.29	290.91	300.00	305.13
John D. Floyd K-8 School of Environmental Science	347.62	327.27	328.57	338.46
Moton Elementary School	304.76	309.09	185.71	284.62
Nature Coast Technical High School	276.19	290.91	271.43	279.49
Pine Grove Elementary School	266.67	309.09	271.43	279.49
Powell Middle School	266.67	263.64	228.57	258.97
Spring Hill Elementary School	238.10	263.64	214.29	241.03
Suncoast Elementary School	314.29	336.36	214.29	302.56
Weeki Wachee High School	380.95	381.82	342.86	374.36
West Hernando Middle School	280.95	281.82	242.86	274.36
Westside Elementary School	323.81	372.73	314.29	335.90
Winding Waters K-8	285.71	272.73	214.29	269.23



# Team Roster

Member	Brief Biography
Dr. David E Gullatt	<p>Dr. David Gullatt has served as a supervisor of administration and curriculum, elementary and secondary principal, and teacher for 29 years within the public schools of Louisiana. For the past 15 years he has held teaching, administrative, and supervisory positions in higher education including Program Head, Department Head, and Dean within the College of Education at Louisiana Tech University in Ruston, LA. Dr. Gullatt has published 22 professional, juried scholarly articles and given over 70 national and international presentations addressing school accountability, safety, institutional effectiveness, and academic gain. Over the past 8 years he has served on both SACS and NCS AdvancED Systems Accreditation visits as Lead Evaluator. Presently he is Vice-Chair of the Louisiana SACS-CASI Council and serves as an adjunct professor of educational leadership and doctoral research at Louisiana Tech University in Ruston, LA..</p>
Ms. Cheryl Baker	<p>Cheryl Baker is currently a manager in the Office of School Improvement and District Accreditation with the School District of Palm Beach County, FL ((5th largest school district in Florida, 11th largest in the nation). As well as teaching in a local high school for 12 years, she has over 30 years of educational experiences include working in the departments of Career Education, Student Services, Curriculum, Safe Schools, Single School Culture for Academics, Assessment, Educational Data Warehouse, School Improvement, and District Accreditation. Cheryl holds an Associate of Arts from Broward Community College, Bachelor of Graphic Arts from the University of Florida, and Master of Educational Leadership from Nova Southeastern University. Some additional certifications she holds are in Educational Leadership, K-12 School Principal, Dr. Robert Marzano's Balanced Leadership and Marzano's Teacher Observation and Evaluation System. One of her major responsibilities is coordinating large district projects that impact the district, schools, and community. Additionally Cheryl functions as a District trainer providing a variety of specialized training to diverse audiences across all organizational levels throughout the district, state and country.</p>
Mrs. Mary Anne Hipp	<p>As a retired school administrator, Mary Anne Hipp currently serves as a Lead Evaluator for AdvancED and provides educational consulting services to school personnel and boards. She holds Bachelor and Master degrees in Music Education, certifications in Elementary Education and Early Childhood, and a Master +30 in Educational Leadership. She has 47 years of experience across the United States, serving as teacher, Catholic school administrator, Director of Bayou Charter School for Dyslexic Students, and Consultant for the Recovery School District of Louisiana. For the past five years she has been Vice President of the Board of Directors for the Ashton School in Santo Domingo, Dominican Republic. She enjoys educational writing and has been a contributing author on several American and International educational blogs.</p> <p>Certifications:</p> <p>ELEOT Certification (Active)</p>
Mr. David Corey	<p>David M. Corey 112 Laurel Marsh Way Kingsland, Georgia 31548. Education: MA/Education: Doctoral work/Nova University. Experience: Elementary/Junior High/Middle School Teacher 8 years Elementary/Middle School/ High School Principal 11 years (3 years Virgin Islands) Superintendent of Schools 14 years(Virgin Islands 3 years) Saint Michaels College 4 years(Director of Corporate Education) Adjunct Faculty University of Virgin Islands, Saint Croix (History of Education, Classroom Management ,Education Law, Student Teacher Supervision) Many prior school system visitations (Saudi Arabia cancelled) Areas of interest and experience include: School District Management, School Board Relations, Collective Bargaining</p>

Member	Brief Biography
Mr. Larry Davis	Worked as teacher, coordinator adult education, coordinator magnet school programs, asst. principal, vice principal and principal. Worked with task force in state department of Ed reviewing testing, served on numerous education committees locally and state wide. Retired in 2012 as principal in Clay County.
Mrs. Barbara Head	Mrs. Head has been an educator for 33 years earning her Bachelor of Science degree from the University of Tampa and her Masters Degree in Educational Leadership from Stetson University. She is proud of her work as a classroom teacher, teacher leader, school based administrator and currently as Director of Curriculum K-12 for the Volusia County Public Schools.
Mr. Dennis W Nath	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.

## 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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