

**Report of the
Quality Assurance Review Team
for
Broward County School District
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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), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

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

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

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

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

1) Meet the AdvancED Standards and Policies for Quality School Systems. School districts demonstrate adherence to the seven AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness.

2) Engage in continuous improvement. School districts and their schools implement a continuous improvement process that articulates the vision and purpose that the school district is pursuing (vision); maintains a rich and current description of students, their performance, school and district effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

3) Demonstrate quality assurance through internal and external review. School districts and schools engage in a planned process of ongoing internal review and self-assessment. In addition, school districts host an external quality assurance review team once every five years. The team evaluates the school district's adherence to the AdvancED quality standards, assesses the efficacy of the school district's improvement process and methods for quality assurance, and provides commendations and required actions to help the school district improve. The team provides an oral exit report to the school district and a written report detailing the team's required actions. The school district acts on the team's required actions and submits a progress report two years following the review.

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

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

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

A key aim of the Quality Assurance Review is to verify that the school district is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

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

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

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the district. The report contains commendations and required actions for improvement.

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

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

Summary of Findings

A Quality Assurance Review Team representing the SACS CASI Florida State Office (SACS-CASI-FL), a division of AdvancED, visited Broward County School District on 10/23/2011 - 10/26/2011.

During the visit, members of the Quality Assurance Review Team interviewed 337 administrators, 496 teachers, 64 support staff, 379 parents and business partners, 377 students, and 9 Board of Education members for a total of 1662 stakeholders. In addition to meeting with district personnel and stakeholders, the team visited 40 schools within the school district. During the school visits, team members interviewed school stakeholders, observed classrooms, and reviewed relevant school artifacts. The team also reviewed documents, student performance data, and other artifacts provided by the district. Specifically, the team examined the district's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems with a school district and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school district, looking not only for adherence to individual standards, but also for how the school district and its schools function as a whole and embody the practices and characteristics of a quality school district.

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

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

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

Commendations

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

Commendation 1

Commendation Statement:

Broward County Public Schools has established a systemic culture of learning with a relentless focus on student achievement. Student learning and performance have emerged as strong core values that permeate all levels of the system in both words and actions.

Evidence:

The impact of this strong focus on students and their learning is evident through consistently high performance plus numerous awards and recognition of students, staff, and the school system. Continuous improvement of students is documented and remains the priority in spite of current realities, challenges, and conditions the district faces. Staff is committed to do what it takes to maintain a high level of meaningful instruction, thereby demonstrating dedication to their purpose. Attention is directed toward the development of the whole child and the needs of all learners. To this end, staff members utilize a wealth of available data to diagnose, determine, and deliver instruction to meet diverse student needs. An extensive array of proven practices, instructional strategies, programs, and other learning opportunities are accessible and available. Innovation is encouraged and celebrated as schools strive to maintain high quality personalized instruction for all students. Teachers, students, and parents have access to information and resources that inform and involve them. This promotes the engagement of these key stakeholders as partners in student learning. Students and staff express high expectations for themselves which shows that they believe in these core values.

Rationale:

A most important condition for success and satisfaction lies in staying true to your purpose, taking actions to achieve it, and celebrating progress. Staying focused on building and sustaining a culture of learning will unify staff and empower them to realize the essence of the vision “Educating Today’s Students for Tomorrow’s World.” This is most noteworthy in light of funding cuts and state/federal changes impacting the district.

Commendation 2

Commendation Statement:

Broward County Public Schools demonstrates leadership practices that honor and exemplify hallmarks of the AdvancED District Accreditation protocol.

Evidence:

District level leadership provides appropriate direction, assistance, and resources to support schools and departments. The accessibility and expertise of human resources plus the quality and responsiveness of their services are highly valued.

The implementation of a systems approach is evident. The district direction and purpose are systemically aligned through improvement plans, instructional programs, and teaching and learning practices. The classroom reflects the district priorities and direction. Schools are empowered to make decisions suitable for their students,

conditions, and culture; however, all goals must complement and support the district direction. Communication, processes, policies, and procedures connect and unify system elements into a coherent and consistent operation. There is a strong sense of connectedness within this complex system. Each element of the system knows and understands its role and potential to contribute to the district's purpose, continuous student learning, and organizational effectiveness. District program functions and operations are aware of the cross-functional nature an effective system and work in concert to achieve it.

Rationale:

Quality leadership embedded within a systems approach provides the necessary ingredients to ensure coherence of efforts, synergy of actions, and sustainability of successful practices. The potential of District Accreditation is maximized when leadership assumes responsibility for providing clear direction and ongoing support in addition to systemic integration and coordination of all system elements.

Commendation 3

Commendation Statement:

Broward staff has created a district level learning community. Individuals share important core beliefs and engage in numerous practices that promote communication, collaboration, innovation, learning, and the exchange of ideas. This is most noteworthy due to the size and complexity of the district.

Evidence:

As a collective, staff is passionate, dedicated, and committed to the achievement of all students. They display a positive attitude, establish high expectations, and model a love of learning. Their values, actions, and learning environment support the intent of the district vision "Educating Today's Students for Tomorrow's World." Staffs at all levels (central office, principals, and teachers) have opportunities to participate in multi-faceted activities that characterize a professional learning community. Formal and informal structures have been created and utilized to bring people together to engage in reflecting, thinking, working, sharing, and learning. Some examples are: innovation zones, networking opportunities, task forces, area teams, vertical and horizontal planning, and vehicles for sharing of effective practices. The ongoing professional development of staff is an established priority. In addition to learning with and from each other through these networking opportunities, all staff has access to targeted, aligned, and meaningful professional development. These learning experiences are personalized to meet members' emergent needs, improvement goals, and school conditions. Professional learning is available through a variety of formats and delivery systems.

Rationale:

The potential benefits of an operational learning community are numerous. When staff members have the opportunity to interact, contribute, learn, and collaborate they experience increased feelings of professionalism and satisfaction. Structures that promote the sharing, enrichment, and application of instructional practices stimulate improvement in the quality of teaching and depth of learning. A learning community can also serve as a powerful and significant vehicle for synergizing expertise, achieving purpose, and sustaining commitment.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall effectiveness of the school district. The Broward County School District will be held accountable for making progress on each of the required actions noted in this section.

Following this review, the school district will be asked to submit a progress report on these required actions. The district should refer to the detail provided in the standard reports for guidance and greater depth on the required actions.

Required Action 1

Required Action:

Design and implement a system wide policy and corresponding process to ensure the AdvancED Standards for Quality Schools are assessed at every school and utilized to verify all schools meet the AdvancED accreditation standards.

- *Devise a comprehensive communication initiative to make certain all schools are aware of the AdvancED Quality Standards for Schools and their importance in the accreditation process.*
- *Establish procedures to guide school level stakeholders in the collective reflection and self-assessment of the standards and indicators.*
- *Determine a format and process by which schools provide evidence to demonstrate the degree to which they meet each standard.*
- *Review school assessments to confirm standards are met and identify patterns of strength and need.*
- *Aggregate results and employ this data to provide meaningful assistance to schools and to inform district strategic priorities.*

Evidence:

School and central office staff reported that the AdvancED Quality Standards for Schools were not reviewed, evaluated, or documented at the individual school level. Staff at schools expressed no awareness of the Standards or the importance of assessing them. There were no artifacts or other forms of evidence to indicate the Quality Standards for Schools were incorporated in the District Accreditation initiative. Each school did participate in the assessment of the District standards and their responses contributed to the District Standards Assessment Report (SAR) submitted to AdvancED and provided to the Quality Assurance Review (QAR) Team.

Rationale:

A requirement of the District Accreditation protocol is that all schools must demonstrate and maintain their accreditation status as evidenced by their meeting the AdvancED Quality Standards for Schools. It is the district's obligation and responsibility to implement practices to ensure this requirement is satisfied. Furthermore, as stakeholders participate in the reflection and dialogue surrounding the assessment of standards and indicators they will become engaged in a valuable and relevant professional growth experience. The insight gained from data at both the individual school and district aggregate will provide the district with evidence to determine the type of assistance and support schools need as well as inform the meaningful and equitable allocation of resources.

Required Action 2

Required Action:

Proactively take aggressive action to showcase and promote Broward's positive impact on its students. Strategically plan to purposefully bridge the discernible gap between public perception and reality relative to Broward's performance and impact on the students it serves.

Evidence:

Information collected throughout the visit gave evidence of a concerning discrepancy between performance and

perception. Patterns emerged as data were collected and reviewed that verified commendable gains in student performance, quality and dedication of staff, richness of available learning opportunities, and diversity of instructional practices to provide for differentiated student needs. A significant number of stakeholders representing various groups expressed concern that the public is not aware of the scope and constancy of these successes and positive attributes as much as it is aware of the problems and issues that inhibit the delivery of a quality education. There is also some confusion over the source of mandates and changes impacting district decisions and actions that is contributing to the negative perceptions. While many of these were initiated at the federal and state levels, some stakeholders attributed them to poor decision-making on Broward's part. Respondents noted that alternative forms of funding were necessary and that business partners were a viable source of support. They reported that to motivate businesses to get involved, connections with individual schools is a highly effective strategy.

Rationale:

A district developed systemic and systematic marketing and public relations plan will put Broward in a position to get in front of negative and/or inaccurate communication. It is important to inform both internal and external stakeholders of all successes and recognitions. If communicated and celebrated on a cohesive and consistent basis, positive results will become front and center on the communities' radar. Individual schools are where the real impact of student learning, instructional quality, and effectiveness of district operations become evident. It would be prudent for the district to create messages and provide guidance to schools and departments so they can contribute to the district's over-all marketing effort. This would also enable them to deliver targeted and specialized messages for the purpose of gaining direct support from parents and businesses within their local community.

Required Action 3

Required Action:

Institute procedures to fully maximize the positive impact of the site-based approach to school leadership and decision-making.

Evidence:

Respondents indicated that the site-based approach as currently implemented empowers schools in positive ways. This leadership style promotes the selection and delivery of learning experiences that are suitable and aligned to their students' needs. Schools are encouraged to examine, understand, and respond to their unique context by creating learning environments that support the characteristics and styles of Broward's diverse student body. All goals and actions must complement and align with the district purpose and direction.

However, interviews and observations show instances where this flexibility contributed to the inequitable distribution or ineffective allocation of resources within and among schools. The appropriateness, implementation, and impact of site-based decisions and actions do not appear to be monitored to the degree necessary to ensure the core value of equity (giving all students what they need) is being pursued and achieved with fidelity. In addition, few formal procedures or processes to guarantee the purposeful replication of proven practices successfully implemented at individual or clusters of schools were apparent. While there are many opportunities for sharing ideas, organized approaches for identifying effective practices accompanied by systematic processes to promote implementation were not in evidence.

Rationale:

The inherent challenges of site-based leadership and decision making can be reconciled to promote a meaningful balance between empowerment and required application of proven practices. This can be accomplished without compromising the intent and strengths of the site-based philosophy.

Broward's current comprehensive professional development program would be strengthened with the inclusion of job-embedded procedures for replicating, practicing, and implementing proven practices across the district. In addition, the existing quality assurance methods would be enriched by policies and practices to ensure distribution of resources, availability of technology, and quality of instruction is equitable.

These actions will contribute to a broader base of success, improve system continuity, strengthen organizational efficiency, enhance equity, and promote sustainability.

Review of AdvancED Standards for Quality Schools: The team reviewed the district's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school district should:

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

Celebrating Accreditation

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

Summary

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

Standards for Accreditation

The primary requirement for accreditation is that the district demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

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

Standard 1: Vision & Purpose

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

Description:

The present vision was established through community forums including district and school committees, teachers, students, and parents. The articulation and understanding of the vision and purpose surfaced through interviews of district level leadership, school based leadership, teachers, students, parents, and community stakeholders. The QAR Team found that through the development of the strategic plan and through our interviews and documentation, forums were held in order to develop the vision and purpose. The present vision was established as part of the strategic plan prior to the present strategic plan that has been extended through 2012. The QAR Team found that some stakeholders, both internal and external, were unable to articulate the exact wording of the vision statement; however, most of the stakeholders were able to express the essence of the system's vision.

The communication of the vision and purpose to build stakeholder understanding and support was observed to some extent, primarily in electronic form and on district printed materials. The processes for communicating the district vision and purpose were lacking in the relevancy of how the district vision relates to all schools. This surfaced through stakeholder interviews at the school level.

The district identified goals in its strategic plan. Evidence did show that the goals are revisited on an annual or regular basis.

The QAR Team reviewed artifacts and conducted observations and interviews and concluded that the district develops and continuously maintains a profile of the system, its students, and the community. Interviews at the schools revealed a lack of understanding of local profiles within some individual schools.

It was evident the district has established various communities and groups in an attempt to glean input and receive guidance for teaching and learning at the school level. The QAR Team found through interviews at the schools this process is not systemically applied.

The QAR Team was unable to isolate the process for the combined development of the district's vision and purpose that was inclusive of all stakeholders. Additionally, there was no evidence of a systemic or systematic plan for reviewing or revising the district's vision and purpose.

Strengths - The team noted the following successful practices deserving of recognition:

The district vision is written as a straight-forward focus on student achievement through high quality instruction.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Establish a written procedure for developing and revisiting the vision and purpose of the district that includes collaboration and representation from all stakeholder groups.
- Develop a process that includes coordination of a system-wide effort to include the school-level communities in clearly communicating the vision and purpose, and include various means to ensure that all stakeholders have a clear understanding of the district vision and purpose.
- Expand the number and category of stakeholders involved in regularly scheduled reviews of the district's vision in order to build support from the community.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Broward County School District has met the accreditation requirements for the "Vision & Purpose" standard.

Standard 2: Governance & Leadership

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

Description:

Broward County Public Schools is one of the sixty-seven school districts in the state of Florida. It is the sixth largest district in the United States and the second largest district in the state. A review of the district's artifacts and interviews with the superintendent, members of the governance board, and other district stakeholders confirmed that the district has written policies and procedures which promote organizational effectiveness. These policies and procedures support the vision, mission, and current goals of the district. A review of the district organizational chart indicates that there are clearly defined lines of authority, responsibility, relationships, and accountability.

The district's governance board is comprised of nine members. Seven of the nine members represent single districts while two are at-large representatives. Currently two of the sitting members were appointed by the governor of Florida to fill vacant positions. Elected members serve four years. There is a governance board policy (1005) that recognizes and preserves the executive, administrative, and leadership authority of the superintendent. In addition, there is a policy (1006) that addresses the orientation and training of the governing board. One board member has been recognized as School Board Member of the Year by a consortium of Florida education foundations. Currently, two members of the governing board have completed Master Board Training Certification through the Florida School Boards Association. Other

members are in the process of obtaining this certification. A New School Board Member Resource Manual is provided annually to all school board members and updated on an annual basis.

The QAR Team noted the renewed sense of optimism and energy associated with the board's selection of the new superintendent. The superintendent's professional experiences coupled with his business acumen have contributed to a positive cultural shift that has been embraced by internal and external stakeholders.

A review of artifacts and documents as well as interviews validate that the district has adequate insurance coverage to protect the district's financial responsibilities and resources. The district organizational chart indicates that the district has a legal office consisting of six attorneys who consult with the governing board and the superintendent on legal matters.

With the exception of the Class Size Amendment, the district is in compliance with applicable local, state, and federal laws, standards and regulations as confirmed by interviews, observations, and artifacts. In addition, the district submitted a plan of action to address the findings and recommendations from the Final Report of the Nineteenth Grand Jury in the Supreme Court of the State of Florida (GJ Final Report).

The stewardship of resources has been a concern within the district. Provisions have been made internally to address these challenges. Evidence of these changes includes that items with financial implications are now placed as open agenda items rather than on the consent agenda. The school community exhibits a significant level of concern with budget reductions and cuts perceived to adversely impact schools, classrooms, and support staffs more than central administration and the district office.

The district has developed and implemented a comprehensive assessment system which allows the school district to assess student performance throughout the year as well as through longitudinal data. This can be accomplished electronically through the Virtual Counselor and Data Warehouse sites. In addition to monitoring and managing student performance, the district has recently added a Behavioral and Academic Student Information System (BASIS) to enhance the database. This system augments continued efforts to standardize student achievement management, aligns with local school improvement plans, and supports Response to Intervention (RtI).

Internal research studies are conducted by the district's Department of Student Assessment and Research to evaluate the effectiveness of educational programs in terms of their impact on student performance. The results of these statistical studies are always presented to the community and include recommendations for modifications or continuance of the district's programs. Interviews confirmed reports from this department provide identification of students in a variety of ways, such as their potential for advanced curriculum studies as well as those students who are at risk. The selection of studies to be conducted is based on data from the comprehensive student assessment system.

All Broward County Public Schools personnel have a professional growth plan including professional development that is part of their evaluation. The professional development system is aligned with national and state standards. Professional development is delivered in a variety of venues and is monitored by the human resources department. Reports of employee engagement in these activities are available to the appropriate personnel through the tracking of hours and points. Interviews confirm that there is a plethora of professional development opportunities.

The QAR Team noted through interviews and artifacts that district leadership provides stakeholders with opportunities to give input in district level decision making through committees, task forces, board workshops, and meetings. Following an initial workshop on board policy, a public rule development workshop is initiated and advertised with an invitation to the public and notification to labor groups,

unions, principals, and key stakeholders. Public feedback is then taken to the second board workshop for consideration before the policy is crafted. The Parent Involvement Communication Council (PICC) is composed of representatives from district departments with parent involvement responsibility, parent groups, and community organizations. The council serves as a communication link and provides opportunity for collaboration that enhances the work of the district. Innovation zones provide an additional venue for the voice of stakeholders.

The district makes a concerted effort, both electronically and in hard copy, to gather input from parents, students, community members, and staff. Artifact review indicated regular stakeholder surveys, speaking opportunities at school board meetings and workshops, and membership opportunities on a variety of task forces and committees. The Executive Leadership Team at the district level includes level principal chairs for inclusion in the decision-making process and major school-based initiatives.

Strengths - The team noted the following successful practices deserving of recognition:

- The district leadership provides stakeholders with opportunities to provide input in district level decision making through committees, task forces, board workshops, and meetings.
- The governance and leadership decision making processes are data driven.
- Student achievement is consistently monitored through a variety of data rich sources.
- Transparency is evidenced through the televising and streaming video of board meetings and workshops. Critical items are placed on the open agenda rather than on the consent agenda.
- A plethora of professional development opportunities are available in a variety of venues.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Develop and implement a systemic communication plan to improve communication with external stakeholders.
- Develop and administer a comprehensive district efficiency survey and disseminate to all stakeholders.
- Review governance policies on a regular schedule to ensure that individuals consistently act within established standards of professional practices and ethics.
- Develop and implement a plan for the periodic review and revision of district policies.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Broward County School District has met the accreditation requirements for the "Governance & Leadership" standard.

Standard 3: Teaching & Learning

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

Description:

The district has implemented a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. A review of curriculum related documents and interviews with instructional personnel and stakeholders provided evidence of curriculum aligned with the Next Generation Sunshine State Standards for all grade levels and Common Core at the kindergarten level.

Differentiated instruction and other instructional delivery methods provide learning opportunities at all service levels, including community based instruction, advanced placement courses, International Baccalaureate program, certificated vocational completer program, fine arts, and technology.

The BCPS curriculum is vertically and horizontally aligned with Florida standards. The teachers are engaged in the use of assessment data to inform instruction and maximize student learning in an effort to authenticate student learning and achievement.

A variety of instructional methods are employed to enhance student engagement in the learning process. To address curriculum goals and objectives, The Broward Effective Schools Plan is required and supported for all schools. The plan includes the Florida's Continuous Improvement Model (FCIM) which is an eight-step school improvement model, Seven Correlates for Effective Schools, the integration of digital learning through technology, and the incorporation of High Yield Instructional Strategies.

Instructional decisions are based on data and research at all levels. A review of documents and resources included in the Broward Enterprise Education Portal (BEEP), classroom observations and interviews with district staff, school based administrators, teachers, students and stakeholders provided evidence of data driven instructional decisions and the easy access to data for instructional personnel and parents and students. The Virtual Counselor and Pinnacle were given accolades by all stakeholders.

A review of program and course offerings revealed a commitment to meeting the needs of each student. During interviews, parents indicated that the district provides a variety of instructional programs to meet the needs of the diverse population that Broward County Public Schools serves. These include programs for struggling students as well as high achieving students. The district provides multiple opportunities for parents and students to choose programs and courses that meet the diverse learning styles and interests of students.

The use of on-line tools allows staff to be able to participate in professional development opportunities outside of the school day. These opportunities include the ability to take on-line professional development and graduate courses, and to enroll in certification programs utilizing the Broward Virtual University. Among the offerings taken by staff were reading intervention, classroom management, gifted and talented instruction, and new teacher support. Instructional staff also noted the use of WIKI within the district as a tool for both the dissemination of information to staff and an opportunity for professional growth and development. The availability of both Broward Virtual University and WIKI spaces as "anytime resources" enables staff to focus on instruction during the school day and participate in professional

growth opportunities at a time that best fits their personal schedules outside the school day.

During school-based interviews, stakeholders and district curriculum department staff members noted that student instructional time is impacted by formal assessments for 15-20 partial or whole school days during the school year. This constitutes approximately 10% of the total days students are in school. These assessments include state-wide assessments as well as locally developed assessment of the formative and summative nature. In reviewing August 15, 2011 version of the assessment calendar, it appears that assessments are being administered virtually every month of the school year at the secondary level.

The loss of instructional time due to formal assessments becomes more significant as students move to the higher grade levels. Secondary school, especially high school, reported that they are most significantly impacted by the total number of lost instructional minutes due to formalized testing and evaluation.

School visits confirmed the priority given to utilizing instructional time for the purpose of teaching and learning. A pervasive commitment to student growth and development by fostering an effective climate for learning was evidenced at all levels and in all groups interviewed.

Articulation across curriculum areas and vertically among grade levels is accomplished through a district hierarchical structure that incorporates the superintendent and district staff, area superintendents, directors, innovation zones comprised of a high school and their related feeder middle and elementary schools, school site administrators and their staff, parents, and students. A wealth of on-line data and monitoring resources are available through BEEP, Virtual Counselor, and the Pinnacle online grade-book system.

During interviews with staff a need was expressed related to special needs students who may not pursue conventional diplomas or post-secondary education that appears to be the main focus of the school system. These students require vocational and life-skills training which, according to staff, tend to be under-addressed and under-funded at the state and local levels.

During a review of the SAR, interviews with stakeholders, staff, and school leadership, the QAR Team noted that at-risk students are provided services in each school by a reading coach. The coach provides support to teachers and empowers them to utilize high quality tier-1 instructional practices to meet the needs of all learners within the classroom. In addition, the QAR Team noted that additional coaching support for teachers is provided in the areas of math and reading instruction through the Title I program. In interviews with staff and students, both spoke highly of the use of data chats to monitor student progress and identify appropriate interventions. Staff reported meeting with the school administration, minimally on a quarterly basis, to conduct a data chat and discuss appropriate interventions within their classroom. Students reported participating in data chat with their teachers three to four times monthly to monitor their progress.

It was clearly evident in interviewing stakeholders, staff, and leadership as well as while visiting the schools that opportunities are also provided to challenge all learners. Advanced Placement, International Baccalaureate, and Dual Enrollment opportunities are afforded to students and families interested in the challenge. In addition, multiple choice programs (magnet schools) are also available to students and families with specific areas of interest. Finally, for students interested in a non-traditional environment of learning, the alternative high school program, the Broward Virtual School, multiple vocational opportunities, and the Broward on-line school are all available.

A positive and supportive climate focused on the whole student was evident during school observations, interviews, and document reviews. Given the increased fiscal constraints at the state and district levels, autonomy to adjust staffing while accommodating student needs is provided to administration and school

stakeholders at the school level. Additionally, district wide adjustments have been made through staff attrition, furloughs, and other means. Schools are centered on providing a wide range of services, support, and extracurricular activities to students even in the face of diminished staff.

District documents indicate that the district follows the adoption cycle for review of instructional materials and, simultaneously, the review of curriculum. The district has begun using on-line textbooks that can be accessed easily. There are digital pilot schools in the district that are using iPads, netbooks, laptops, and other devices to determine the tools that best access digital resources.

Even though the integration of digital learning through technology is a part of the Broward Effective Schools Plan, technology does not appear to be distributed equitably throughout district schools.

Broward County Public Schools is progressive in the acquisition, application, and creation of a technology-rich and data-rich culture that effectively drives instruction. Part of the motivation is directly related to state mandated computerized assessments in content areas. The district's mission is also exemplified in that technology is the catalyst for 21st century learning. The district's commitment to student improvement is evident through the use of formative and common assessments that provide immediate feedback and accountability for all stakeholders. Technology is also a medium for professional development pathways based on the implication that adult learning drives student learning. Evidence includes:

- Virtual school programs as pathways for recovery/acceleration
- Real-time academic performance, attendance, and behavior data (Pinnacle) for accountability and diagnostic use at the individual student
- Virtual Counselor/BASIS – longitudinal data tracking at the student level with goal setting and integrated pathway planning
- BEEP – multi level access (student, parent, teacher) that links learning to student accountability, specific learning objectives, and best instructional practices

Strengths - The team noted the following successful practices deserving of recognition:

- The district provides a variety of professional development opportunities to staff that do not require staff to leave their classrooms to engage in professional growth.
- Professional development, offered by the district, is available to staff during evenings and weekends to provide 24/7 access to adult learning.
- The district has a number of intervention programs and intervention staff available, especially at the elementary level, to support students in the area of reading.
- Students identified as being at risk, especially at the elementary level, are provided with extra instructional support in specific content areas to increase their proficiency.
- District staff participates in data chats at many levels to identify students in need of intervention and to create an appropriate intervention plan.
- The district provides a number of opportunities for advanced placement and dual enrollment for advanced learners.

- Alternative programming is available at the high school level for students who function better in non-traditional high school environments.
- Broward Virtual School is available to students who prefer a non-traditional opportunity for learning.
- Schools identified as Title I schools have additional math and literacy support to provide targeted instruction for at-risk students.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Examine the testing and evaluation calendar at all levels to minimize the degree to which student assessments interfere with instruction.
- Explore options for providing targeted interventions to at risk learners at the middle and high schools.
- Assess the current practices for attracting and retaining qualified instructional and support personnel.
- Continue to develop and implement innovative strategies for increasing the graduation rate of African-American students.
- Expand opportunities for articulation between grade levels 5-6, 8-9, 12-postsecondary.
- Explore funding options to protect art, music, physical education, extra-curricular athletics, and enrichment field-trips from further budgetary cuts.
- Develop contingency plans for updating and integrating hardware and software technologies with district curriculum during difficult economic times.
- Collect and analyze data from multiple sources, systemically, to identify academic areas in need of additional targeted intervention.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Broward County School District has met the accreditation requirements for the "Teaching & Learning" standard.

Standard 4: Documenting & Using Results

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

Description:

Broward County Public Schools is successful in using a comprehensive assessment system based on multiple data sources. The system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, and determine interventions to improve student performance. The comprehensive assessment system includes classroom assessments, school/district assessments, and state assessments. Results are provided to district staff, schools, students, and parents. The QAR Team noted the data were available through Virtual Counselor (BASIS) which provides district and school staff as well as students and parents direct access to the academic and non-academic data for each student.

The school system uses benchmark assessments (BATS) created by their own teachers as baseline and midyear check points of the school year. Mini BATS are administered as a means of monitoring progress and verifying growth in student performance. Interviews with a variety of stakeholders revealed that assessment results are reviewed and analyzed at multiple levels by district administrators, local school administrators, teachers, and curriculum personnel.

Students, parents, and community stakeholders indicated an awareness of the annual state assessment results. These results are communicated via the local newspaper, district and local websites, other publications and presentations at board of education and town hall meetings as well as posted on the Virtual Counselor (BASIS) which provides immediate access. The QAR team found ample evidence that a systemic-process is in place for collecting and analyzing student performance data. However, the QAR team found little to no evidence of the use of comparison and trend data from comparable school systems being used to evaluate student performance and system effectiveness. In addition, interviews revealed an inconsistent procedure for tracking internal organizational effectiveness especially in the areas technology services for the purchase and installation of hardware and software.

Strengths - The team noted the following successful practices deserving of recognition:

- Broward County Public Schools uses multiple data sources to assess student performance.
- The district implements benchmark assessments in a systemic and timely manner.
- Student performance is uniformly and efficiently communicated to stakeholders.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Further develop the process and procedures of monitoring the effect of technological services for the purchase and installation of hardware and software.
- Explore and use trend data from comparable school districts to gauge instructional effectiveness and increase the systemic effectiveness.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Broward County School District has met the accreditation requirements for the "Documenting & Using Results" standard.

Standard 5: Resource & Support Systems

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

Description:

Broward County Public Schools provides sufficient human, material, physical, and fiscal resources and services to support student achievement for all students throughout the district.

The district consistently retains personnel by creating and maintaining positive working conditions through relational and instructional practices. The district supports ongoing mentoring to retain personnel. This is evidenced by effective communication to and from the leadership to create an understanding of the district's mission and goals. The work environment of the school district leads the staff to view themselves as members of the team.

The leaders actively recruit, select, and hire highly qualified personnel based on the district's needs. This was evidenced by national job fairs, hosting local Broward job fairs, and visiting local university education classes. The Broward job fairs allow the district to select qualified candidates, conduct interviews, and complete the onboard process and effectively fill any vacancies.

The leaders and staff use improvement results in an ongoing basis to make recommendations for continuous professional development which guides and supports school improvement and student needs. Professional development in the district must be aligned to state protocol standards. All professional development in the system is organized into professional development programs with specific goals and objectives. Consistent communication about the professional opportunities exists via Employee Self Service (ESS). This year, the district is reviewing each teacher's record to determine areas in need of updating. As evidenced through interviews, professional development provides strengths for the district which is aligned through the utilization of data.

District leaders have developed and implemented a succession plan that is updated on a regular basis to ensure the effectiveness of the district. When team members leave the district the impact is minimal and service to students continues.

The district has a long range, five-year budgetary planning cycle which supports educational programs. Staff members commended the district for providing the necessary human, material, physical, and fiscal resources. Each division of the district is required to identify the resources needed to support the system's vision and purpose. Procedures aligned to the district vision and core values are in place to enable the district to provide resources to support its educational programs and to implement its plans for improvement. The district developed a long term capital strategic plan that incorporates ten-year projections. The budgetary procedures and accounting areas are audited to ensure compliance with statutory requirements.

As evidenced by parent, teacher, and other stakeholder comments, Broward County Public Schools and the community partnership surrounds students with quality educational, health, safety, and co-curricular services to meet the needs of all students.

The district has detailed security and crisis management plans with appropriate training for stakeholders. These plans are a model for other districts and have been proven effective due to area disasters such as hurricanes and tornados and other emergencies. When disaster strikes, the district does not rely on contractors. Instead, they rely on their own trained employees. This enabled the students to return to school within 13 days of a natural disaster.

Processes and plans for maintaining and improving sites, facilities, and equipment are based on safety, educational environment, and student needs. A capital committee composed of principals, area superintendents, directors, lead administrators, and staff is responsible for all prioritized requests. Funding is systematically set aside to handle catastrophic events.

The district's technology plan is poised to meet the infrastructure and equipment needs in order to support the schools. The use of technologies is included in the plan. Stakeholders voiced the positive impact technology has on students' achievement, effective communication with stakeholders, and their own professional development. The distribution of technology needs to be equitable and consistent with the long range goals and aspirations of the district. Stakeholders cited concerns for replacement and upgrading of current technology that may be sacrificed due to a shortfall of funds.

Schools are designed as "center" sites to meet the needs of specific groups of students. Additionally, the

district maintains a partnership with several local universities and Broward College. Broward College has the largest number of students placed each semester (approximately 700) in Broward County Schools starting with their ten-hour field experience at the beginning of their program to their capstone student teaching experience. The Teacher Education Program (TEP) focuses on math, science (6-12) and Exceptional Student Education (ESE) in grades K-12. ESE teachers also receive their English Speakers of Other Languages and reading endorsements. In addition, the Educator Preparation Institute works with students who have alternative certifications and makes sure students have the appropriate field experience placements in Broward County Public Schools to meet certification requirements.

Processes, policies and procedural manuals ensure that support services meet the needs of all students. Students enrolled in Broward County Public Schools have access to services including, but not limited to, health, nutrition, safety, co-curricular, transportation, and special education.

Strengths - The team noted the following successful practices deserving of recognition:

- Broward County Public Schools has human, material, and physical resources to support all students.
- The district offers multiple and diverse learning opportunities for students and staff.
- The district uses multi-media resources to communicate its focus on the vision and purpose of the district.
- Recruitment, induction, and training processes are in place to support all staff.
- District staff show a high degree of professionalism, enthusiasm, and caring for all students in the district.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Develop a process to ensure an equitable distribution of resources and services among the district's facilities.
- Communicate the process of evaluating the resources among facilities.
- Develop protocols to ensure that the annual budget is communicated to all stakeholders.
- Develop and communicate the technology plan as it relates to upgrading and maintaining equipment.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Highly Functional," indicating that the Broward County School District has met the accreditation requirements for the "Resource & Support Systems" standard.

Standard 6: Stakeholder Communications & Relationships

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

Description:

The stakeholders of Broward County Public Schools expressed pride in and commitment to the quality of education for all students. Stakeholders, including parents, teachers, administrators, students, and community leaders wanted to know about the events and activities within the school system. Stakeholders and are engaged in student learning. Broward County Public Schools is a large school system serving a diverse population with broad needs. These broad needs create great communication challenges that are being addressed.

School based stakeholder relations are positive. Parents at multiple school levels are active, supportive, and responsive to the success of the schools' student population. District and school staff described an open door policy that allows for communication with teachers, administration, and staff that is consistently effective. The district actively solicits the assistance and expertise of its stakeholders through volunteers, mentor services, service organizations, and business partnerships. Community stakeholders support the district, schools, and students through a variety of programs. Junior Achievement World is an excellent example of these programs. Many schools within the district actively involve their School Advisory Councils and community forums to help make informed decisions. These programs assist with school improvement and student achievement. However, many stakeholders found the external website cumbersome to navigate and confusing to stakeholders in finding needed information. Additionally, while the district relies heavily on electronic communications, many schools are proactively devising alternative methods to meet the communication needs of their families who do not have access to technology.

Documentation and availability of data that drives the continuous improvement process is communicated to stakeholders and is used to inform curriculum and advance student achievement. Examples include school based data chats, BEEP, data folders/binders, and Pinnacle. Weekly grade updates, e-mails, newsletters, and the availability of translations in four different languages enhanced the communication and collaboration between schools and its stakeholders. The district maintains communication through multiple means including innovative strategies such as parent link, virtual counselor, school marquees, and Broward Education and Communication Network (BECON) to announce events and opportunities for stakeholder involvement. Interviews with parents, teachers and support staff described both formal and informal effective channels of communication that advance the work of the school system and its vision and purpose.

Broward County Public Schools has faced several leadership challenges that have negatively impacted the public image of the school system and often minimize the many good initiatives. Developing productive relationships with media outlets has been challenging and the one-sided media coverage has contributed to the erosion of public trust within the school system. District stakeholders report an inconsistent respect for the hierarchy of addressing parent concerns or requests to ensure that schools have the opportunity to address those prior to it reaching the school board or district level office. Additionally, staff changes and reorganization within the community and communication departments place the school system in a vulnerable position. Staff members reported that enacting a new transitional procedure, the district will boost its communication practices with greater collaboration and focus. The district has approved a position of leadership for these critical departments. A strategic communication plan, with staff input has been drafted.

Strengths - The team noted the following successful practices deserving of recognition:

- Documentation and availability of data that furthers the vision and purpose of the school district drives the continuous improvement process. Data which is communicated to stakeholders systematically is used to guide instruction and advance student achievement.
- Stakeholder relations between the district leadership and the school based leadership are positive.
- Parents and community leaders through the various organizations are highly active, prideful, and responsible for the success of the school district and its student population.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Expand the involvement of business partners to bridge the gap with needed resources in all schools.
- Establish a positive public image through a comprehensive strategic communications plan.
- Differentiate the communication strategies to meet the needs of all stakeholders.
- Ensure that the chain of command is followed when addressing parental concerns and requests.
- Develop a plan to address the discrepancy between stakeholders' perceptions of district performance and the actual results of the students' and organization's performance.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Broward County School District has met the accreditation requirements for the "Stakeholder Communications & Relationships" standard.

Standard 7: Commitment to Continuous Improvement

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

Description:

Broward County Public Schools has shown a collaborative effort to a continuous process of improvement with a focus on student performance. The focus on the improvement of academic performance is evident through the district's strategic plan, the district improvement plan, and the respective school improvement plans. District stakeholders indicated that the strategic plan is outdated. Central office personnel indicated that they plan to use the QAR team's commendations and required actions to update the current strategic plan. There is evidence of engaging stakeholders in the school improvement process through the use of district-wide surveys for students, parents, and staff. The results of the surveys are used to develop the school improvement plans and to provide direction for the district. The survey results are documented in the school advisory council minutes. In addition, stakeholders are involved in the school improvement process through school advisory council meetings, which are open to the community.

Broward County Public Schools demonstrates a continuous commitment to school improvement by analyzing data through an ongoing, systematic process. Multiple methods of training staff are offered during the spring semester for stakeholders who are involved in the school improvement process. The level of assistance is tiered based on the needs of the school. There is evidence that the district has a strong team in place that works to ensure that the school improvement plan is aligned with the district's vision and expectations for student learning. Additionally, the district's leadership team collaborates with

the schools and other area office teams to ensure that goals and targets focus on increased performance for all students and on closing the achievement gap through teleconferencing or site visits. Additional assistance is available for schools as needed.

The district ensures that research-based professional development occurs throughout the district. Broward Virtual University, professional learning communities, and various professional development opportunities available through the human resources department provide evidence of the district's commitment to on-going professional development.

The district provides on-line course options through its partnerships with institutions of higher learning. The professional development opportunities made available through the human resources department provides the tools and training that the staff needs to increase instructional and organizational effectiveness.

The results of improvement are communicated through school advisory councils, area advisory councils, district advisory council, newsletters, and school and district websites. In addition, fifteen different district advisory committees provide a status update to the school board each month.

The school improvement plans are monitored on a monthly basis at the school advisory council meetings. The minutes of each meeting are held in the district office for review. The school improvement plans are reviewed by the district staff each quarter. Time is provided for planning and engaging continuous improvement efforts through professional study days, early release days, and common planning time. The summer months are used to formulate the outline for the new School Improvement Plan.

Strengths - The team noted the following successful practices deserving of recognition:

- A strong, on-going, systemic process has been established for providing schools with guidelines and assistance for completing the school improvement plans as evidenced by regularly scheduled team meetings, teleconferences, written feedback, and providing technical assistance to complete essential tasks.
- A tiered system of support is available for schools with critical needs.
- A wide variety of research-based professional development opportunities are available to staff.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Develop and implement a uniform, systemic process for improving the quality and the frequency of communication initiated by the district with all stakeholders.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Broward County School District has met the accreditation requirements for the "Commitment to Continuous Improvement" standard.

Quality Assurance Findings

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

Description

Broward County Public Schools has a variety of processes in place to document and monitor their organization's improvement process. The district's strategic plan is currently in the re-development phase; however, individual school improvement plans and school data-chats provide the basis for the district's progress monitoring.

The QAR Team examined how the district provides meaningful feedback and support for its schools. The Team found evidence that the executive leadership team, area directors, and other district support staff provide feedback and support to the schools. This is evidenced by professional development opportunities and availability of on-line communication tools such as BEEP, Virtual Counselor, instructional focus calendars, and the data warehouse. Additionally, business partners and other stakeholders work with individual schools and the district to address the needs of individual schools.

The district assessed their ability to meet AdvancED standards through a self-assessment review. Inconsistencies were noted between self-assessed school-ratings for meeting AdvancED standards and indicators and the ratings identified at the district-level. The inconsistency in the ratings were noted through interviews with internal stakeholders. The QAR Team noted that a systematic and systemic practice had been created to assess the extent to which schools were meeting the AdvancED System Standards and Indicators. The QAR Team determined that the same systemic practice would also enable the district to assess the extent to which the schools are meeting the AdvancED School Standards and Indicators.

Broward County Public Schools regularly collects data through a variety of state and district assessments. Results of these assessments are communicated back to the school in a timely manner and used to inform instruction and determine professional development needs for teachers.

Strengths

- Shared leadership, at a variety of levels, ensures student performance and achievement is maintained as the focus and priority of the district.
- Dedicated, involved business partners and other influential stakeholders work with individual schools and the district to broker resources to meet the needs of individual schools.
- Evidence exists of data utilization at all levels of the organization to drive decision-making.
- The Executive Leadership Team (ELT) is representative of all major functional areas of the district.
- School Improvement Plans (SIP) are created annually and are systemically reviewed.

Opportunities

- Develop and implement a procedure for reviewing board policies on a regular schedule.
- Develop, review and implement a district strategic plan in a timely manner.
- Refine existing practices to determine the extent to which all schools meet the AdvancED School Standards.
- Develop and implement a communication plan to effectively communicate school and district performance

results, to ensure transparency of district's actions and decisions, to invite feedback of stakeholders and to promote the positive attributes of Broward County Public Schools.

Schools Visited

The Quality Assurance Review team visited the following schools during the visit to the Broward County School District on 10/23/2011 - 10/26/2011.

Bayview Elementary School	1175 Middle River Drive	Fort Lauderdale	Florida	33304
New Renaissance Middle School	10701 Miramar Boulevard	Miramar	Florida	33025
Gulfstream Middle School	120 SW 4th Ave.	Hallandale	Florida	33009
Crystal Lake Middle School	3551 N.E. 3rd Avenue	Pompano Beach	Florida	33064
Sunset Lakes Elementary School	18400 SW 25th Street	Miramar	Florida	33029
J. P. Taravella High School	10600 Riverside Drive	Coral Springs	Florida	33071-7901
Tedder Elementary School	4157 N.E. 1st Terrace	Pompano Beach	Florida	33064
Nob Hill Elementary School	2100 N.W. 104th Avenue	Sunrise	Florida	33322
Parkside Elementary School	10257 NW 29th Street	Coral Springs	Florida	33065
Winston Park Elementary School	4000 Winston Park Blvd.	Coconut Creek	Florida	33073
Arthur Robert Ashe, Jr. Middle School	1701 Northwest 23rd Avenue	Fort Lauderdale	Florida	33311
Boulevard Heights Elementary School	7201 Johnson Street	Hollywood	Florida	33024
Oakland Park Elementary School	936 N.E. 33rd Street	Oakland Park	Florida	33334
Westglades Middle School	11000 Holmberg Road	Parkland	Florida	33076
North Side Elementary School	120 Northeast 11th Street	Fort Lauderdale	Florida	33304
Pembroke Lakes Elementary School	11251 Taft Street	Pembroke Pines	Florida	33026
Sanders Park Elementary Magnet School	800 N.W. 16th Street	Pompano Beach	Florida	33060
Endeavour Primary Learning Center	2701 NW 56th Ave.	Lauderhill	Florida	33313
Bennett Elementary School	1755 N.E. 14th Street	Fort Lauderdale	Florida	33304
William T. McFatter Technical Center	6500 Nova Dr.	Davie	Florida	33317
Meadowbrook Elementary School	2300 S.W. 46th Avenue	Fort Lauderdale	Florida	33317
Sheridan Park Elementary School	2310 North 70th Terrace	Hollywood	Florida	33024
Indian Ridge Middle School	1355 Nob Hill Road	Davie	Florida	33324
Henry D. Perry Middle School	3400 Wildcat Way	Miramar	Florida	33023
Lloyd Estates Elementary School	750 N.W. 41st Street	Oakland Park	Florida	33309
North Fork Elementary School	101 N.W. 15th Avenue	Fort Lauderdale	Florida	33311
Griffin Elementary School	5050 S.W. 116th Avenue	Cooper City	Florida	33330
Blanche Ely High School	1201 NW Sixth Avenue	Pompano Beach	Florida	33060

Broward County School District

Challenger Elementary School	5703 NW 94 Avenue	Tamarac	Florida	33321
Maplewood Elementary School	9850 Ramblewood Drive	Coral Springs	Florida	33071
Coconut Palm Elementary School	13601 Monarch Lakes Blvd.	Miramar	Florida	33027
College Academy at Broward College	3501 SW Davie Road	Davie	Florida	33314
Stephen Foster Elementary School	3471 S.W. 22nd Street	Fort Lauderdale	Florida	33312
Collins Elementary School	1050 N.W. 2nd Street	Dania Beach	Florida	33004
Fort Lauderdale High School	1600 NE Fourth Avenue	Fort Lauderdale	Florida	33305
Lanier-James Education Center	1050 Northwest 7th Court	Hallandale Beach	Florida	33009-2107
Cooper City High School	9401 Stirling Road	Cooper City	Florida	33328
Parkway Middle School of the Arts	3600 N.W. 5th Court	Fort Lauderdale	Florida	33311
Sunrise Middle School	1750 N.E. 14th Street	Fort Lauderdale	Florida	33304
Chapel Trail Elementary School	19595 Taft Street	Pembroke Pines	Florida	33029

Conclusion

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

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

The Quality Assurance Review Team expresses appreciation to the district leadership, members of the professional staff, students, parents and other community representatives for hosting the review team. The team wishes the district and its students much success in the quest for excellence through SACS-CASI-FL accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Dr. Nikki D. Armato, Chair/Lead Evaluator (AdvancED)
- Mr. James E. McCalister Sr., Vice Chair
- Dr. James W. Brown Jr., Vice Chair (PSTB Consulting, LLC)
- Dr. Jackie Scaglione, Team Member (Middle School)
- Ms. Tracy Perkins, Team Member (Cypress Lake High School)
- Dr. Alberto Rodriguez, Team Member (Lee County Schools)
- Dr. Shawn Servos, Team Member (Palm Beach County School District)
- Mrs. Delores Oliver Calloway, Team Member
- Dr. Matthew Wendt, Team Member (Ankeny Community Schools)
- Mr. Kenneth L. Manuel, Team Member (FL SACS CASI)
- Mrs. Sandra K. Luster, Team Member (Elmore County Board of Education)
- Mr. Keith B. Philipson, Team Member (Eckerd Youth Alternatives Inc.)
- Mr. Bryce Pride, Team Member (Pasco County School District)
- Ms. Yushever Walton, Team Member (Glenn Hills High School)
- Mr. Mark Wilson, Team Member (Farmington Public School District)
- Ms. Mary Ann Irwin, Team Member (North Miami Community Schools)
- Dr. William A. Kiser, Team Member (Jacksonville State University)
- Mrs. Diane Larson, Team Member
- Mr. Lindsey d. Cole III, Team Member (Slater-Marietta Elementary School)
- Dr. Gigi Outz, Team Member (Greenville County Schools)
- Dr. Sandra Jones, Team Member (Richmond County School System)
- Ms. Kim Christner, Team Member (Garfield Elementary School)
- Mr. Roy Turner, Team Member (Hope Public Schools)
- Mrs. Debora Mayes-Love, Team Member
- Mrs. Jennifer H. Oliver, Team Member (AdvancED)
- Dr. Jennifer Horvath, Team Member (AdvancED Indiana)
- Dr. Darrell Watts, Team Member (Central Junior High School)
- Mr. Jay B. Strother, Team Member (New Smyrna Beach Middle School)
- Mrs. Dianna Weinbaum, Team Member (Palm Beach County School District)
- Dr. Dody W. Sapp, Team Member (AdvancED Field Consultant)
- Ms. Lynette Edwards, Team Member (Manatee County School District)
- Mrs. Kay Sledge, Team Member (Clayton County School System)
- David LaRosa, Team Member (Fort Myers High School)
- Mrs. Jerri-Lyn Burns, Team Member (Lee County School District)
- Dr. Alvin G. White, Team Member (Chief of Staff (Retired), Duval County Public Schools)
- Ms. Karalia W. Baldwin, Team Member (Pinellas County School District)
- Mrs. Christine McGuinn, Team Member (Academica, Corp/Mater Academy, Inc.)
- Mr. Larry Plank, Team Member (Hillsborough County Public Schools)
- Mr. Warren Jacobson, Team Member (AdvancED* Vice President, Public School Systems)
- Dr. Sabrah H. Kingham, Team Member (Saint John Elementary School)
- Mr. Chris Douthit, Team Member (Valley Middle School)
- Dr. Vickie L. Reed, Team Member (Murray County School System)

AdvancED Standards for Quality School Systems

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

Vision and Purpose

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

Governance and Leadership

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

Teaching and Learning

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

Documenting and Using Results

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

Resource and Support Systems

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

Stakeholder Communications and Relationships

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

Commitment to Continuous Improvement

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