AdvancED

Accreditation Report

Saint Lucie County School District

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Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

St. Lucie County School District is located on the east coast of Florida and includes the municipalities of the Cities of Fort Pierce and Port St. Lucie as well as St. Lucie Village, and Lakewood Park. The district has approximately 40,850 students enrolled in 44 schools:

-17 elementary schools with 11,175 students enrolled
-11 K-8 schools with 12,475 students
-3 middle schools with 2,721 students
-6 high schools with 10,674 students
-3 alternative schools with 549 students
-Other schools (grades PK - 2, grades 3-8, grades 6 - 12 and virtual school (k-12) with 3,106 students enrolled.

St. Lucie Schools assigns all students to schools through its controlled open enrollment or "controlled choice plan". As a component of this plan the district offers choices including 4 magnet schools, 1 virtual school, 3 charter schools and 1 lab/charter school in partnership with Florida Atlantic University.
Demographically the student body includes 775 Asian students (2%), 11,924 Black students (29%), 10,663 Hispanic students (27%), 1,389 Multiracial students (3%) and 15,919 White students (39%). Additional subgroups include 26,895 economically needy students (66%), 2,933 English Language Learners (11%) and 4,519 students with disabilities (7%)

St. Lucie County Schools is the largest employer in the county with approximately 4,800 employees. The District employs 2,790 teachers of whom 65% hold bachelor's degrees, 33% hold master's degrees and 2% hold higher degrees (Doctorate or Specialist).   The average years of teaching experience in the district is 11 years compared to the state average of 12 years. The number of National Board Certified Teachers has increased from 92 teachers in 2007 to 124 teachers in 2011 representing a 28 percentage point increase in 5 years.

From 2003 through 2008 the district was growing rapidly with approximately 1,000 additional students enrolling each year. However, the 2008 recession caused many families to move either out of the county or within the county creating a larger number of transient and homeless students than in prior years. In 2012 there were 324 students identified as homeless as compared to just 27 in 2007. Currently the median household annual income in St. Lucie County is $44,947 as compared to the State median of $47,827. 18% of St. Lucie residents have a bachelor's degree or higher as compared to the state average of 26% of residents.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The purpose statement or the goal of the St. Lucie County School District is through collaboration enhanced quality instruction will improve student achievement. This purpose is supported by the mission, vision and beliefs are designated in school board policy. The mission for St. Lucie County Schools, the District's purpose is to ensure all students graduate from safe and caring schools, equipped with knowledge, skills, and the desire to succeed.

The vision is the St. Lucie County School District in partnership with parents and community will become premier centers of knowledge that are organized around students and the work provided to them. St. Lucie County School District's name will be synonymous with continuously improving student achievement and the success of each individual. Our school district's promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for every student, every day. This is the St. Lucie Way!

Beliefs include 1) Every child can learn, and each child can learn more than he or she is now learning, 2) The core business of the St. Lucie County Schools is to create challenging, engaging, and satisfying work for every student, every day, 3) Quality schools are the responsibility of the entire community, 4) A healthy school system is key to the maintenance of a healthy democracy and 5) The district and its employees have mutual obligations for support and development toward continuous improvement.

The District has high expectations for both teachers and students in the learning process. As a part of their instructional practice teachers in every classroom are expected to regularly use strategies that engage students in their learning while also clearly communicating goals and expectations for their students' learning. Continuous improvement processes are integral through assessing what students have learned, reflecting on these results and making adjustments so that mastery is achieved.   As seen in the results of the climate survey for this year most students responded there are high expectations for their learning.

In addition to high expectations for every student and teacher, the District offers numerous opportunities for students of all ages to engage them in learning.   More traditional options including athletics (25% of high school students participate in at least 1 sport) and the Arts (23,700 students participating in one or more courses in the Arts) are provided at every school.   Each high school in St. Lucie County offers college level coursework through the AICE program, International Baccalaureate program, Advanced Placement through the College Board and dual enrollment in partnership with Indian River State College.   The District currently has 32 articulation agreements with IRSC and Keiser University.

Additionally over 6,000 high school students (53% of high school enrollment) participate in one of 32 career academies in a St. Lucie County High School. These academies include unique district wide attractor programs including the Marine Oceanographic Academy (MOA), Honors Central, Aeronautical Engineering, the Microsoft Academy, and Agriscience including the veterinary technicians' program. Designed as feeder programs, two middle grade schools offer MOA prep (Forest Grove Middle) and preparation for the Vet Tech program (Manatee Academy K8).   MOA provides opportunities for students to work with Florida Atlantic University Harbor Branch Marine Research Center, and the Aeronautical Engineering Program is in partnership with Embry-Riddle University. Additionally, the Vaccine and Gene Therapy Institute (VGTI) has worked in partnership with the District by offer students in grades 3 - 12 opportunities to interact with scientists in hands-on projects.   New this year, the District opened its own virtual school, MOSAIC, to provide on-line education for students.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Areas of notable achievement:

Academically, from 2007 - 2011 the district's FCAT results show that progress was made in both proficiency and learning gains in all curricular areas tested include reading, math, science and writing. The rate of this improvement was greater than the state for the same time period.   Since 2012 assessment data was collected using a new assessment series (FCAT 2.0) this data will serve as the new baseline for future measures of progress.

Another significant notable achievement continues to be the high priority of continued community and business partnerships to instill education as a core value for all of its residents.   St. Lucie School District has a long history of successful partnerships with different community organizations toward meeting the needs of the whole child as a key component of increased learning. Collaborating with agencies such as the Children's Services Council, the Early Learning Coalition, and St. Lucie Roundtable, several partnerships have been formed to address children's needs beyond their education. These partnerships have led to the creation of the Garden City Annex which houses several agencies that provide health and other services for children. In 2012, the headquarters for a mobile pediatric dental clinic was opened at the Annex. Another key community initiative includes "Kids at Hope". Currently 16 district schools are "Kids at Hope" schools. This initiative was awarded the Florida 2012 Children's Week Community Innovation Award.

Unique within Florida, the District also entered into a landmark multiyear partnership with Houghton Mifflin Harcourt in 2010. This partnership provides instructional resources, professional development and technological systems to the District, as well as facilitating the creation and implementation of other initiatives for community members within St. Lucie County.   Four major targeted areas of Partnership include STEM training and professional development for teachers, maximized technologies used for both instruction and operations, and learning opportunities for both pre-school children and parents. The parent academy and early childhood programs were developed in partnership with community members to offer programs beyond those of the district.

The St. Lucie County Parent Academy is an independent resource that collaborates with the school district to serve families in St. Lucie County and reaches out to all parents by providing information, connections to community resources, and parent development activities. In the past year, the Parent Academy has hosted 42 parent workshops, provided adult education for families, provided support for adults learning English as a second language, and provided strategies to help parents keep children in school and on the right track.

The Early Childhood Initiative is a county-wide movement to support excellence in instruction for all St. Lucie children age 3 to grade 3.   The goals of this initiative include ensuring that students master the Common Core Standards and develop a life-long love of learning, creating and innovating.   As of June, 2013, 13 pre-kindergarten sites in St. Lucie Public Schools with 17 teachers and 330 children, 47 Early Learning Coalition private pre-kindergarten community providers with 73 teachers and 978 children and 10 Head Start centers with 29 teachers and 448 children have received both instructional resources and professional development for teachers.   As another component of the emphasis on early learning the district has doubled its VPK program enrollment since 2007 with 378 children currently participating in district VPK programs offered at 14 schools throughout the district.

The District won the Florida Association of Staff Development for our work in implementing the Framework for Quality Instruction. Over 750 hours of professional development was provided to administrators and teachers to develop their knowledge and skill in instructional practice.

The district has also earned accolades for its transparency in providing information about the district through its recognition as one of 13 school districts in Florida that disclose public information easily accessible on the district website.

Another notable achievement of the District is its ability to proactively plan financially to ensure the Board's annual fund balance remains at 5% of expenditures. Forced by reduced funding as a result of state revenues for education, the district successfully implemented a $30 million reduction in expenditures in 2009. While the Plan reduced employee positions across all categories (e.g. instructional, non-instructional, professional technical and administration). All student educational and athletic programs were only minimally impacted so that opportunities for our students were still provided.

Describe areas for improvement that the school system is striving to achieve in the next three years:

Academic success for all students continues to be the overarching area for improvement. With 2012 data as baseline the Superintendent and School Board targets continue to focus on gains academically, including increased FCAT scores for all content areas in both proficiency and learning gains, as well as increased numbers of students participating and achieving success in rigorous coursework.
In support of these areas for improvement the school system is striving to maintain its high standards for quality instruction.

An ongoing and significant challenge for the District is the rapid rate of change in implementing Common Core Standards with fidelity as required by the state. The volume of quality and availability of professional development and revision of existing curriculum and instructional resources has created challenges in terms of the number of hours needed to make these modifications while also building capacity of classroom teachers to implement these changes successfully.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

No additional information

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•District purpose statements - past and present •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Examples of schools' continuous improvement plans •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements of shared values and beliefs about teaching and learning •The district strategic plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	•Examples of schools continuous improvement plans •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •The district data profile •The district strategic plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

1.1 The St. Lucie County School Board maintains and communicates, at all levels of the organization, a purpose and direction for continuous improvement. The Board has identified shared beliefs, vision and mission formalized in School Board Policy (SLCSB Policy 1.10 and 1.20). These beliefs are communicated daily through the district's motto "Each Child, Every Day" and its mission to ensure all students graduate from safe and caring schools, equipped with knowledge, skills, and the desire to succeed. To drive continuous improvement through quality instruction the School Board and Superintendent set annual targets as short and long range goals.   The Targets drive district planning through the development and annual revision of the Superintendent's Academic Business Plan. These documents also serve as communication tools that are shared with all stakeholders and posted prominently on the district's webpage.

1.2 In accordance with state law and school district policy each school engages in a process of systematic review of each school's purpose for student success aligned with the Academic Business Plan. Using data from prior year student academic assessments, behaviors (e.g. attendance and discipline), and other measures of student success each school develops a targeted individual School Improvement Plan (SIP) that includes specific goals and strategies to address prior year weaknesses. These plans are used to guide the improvements efforts of the school as they relate to program development, scheduling, resource management, and continuous professional development in the areas of instructional best practices. Once developed and approved by school stakeholders, each SIP is reviewed by a district level team. To monitor progress and provide feedback in meeting SIP goals, both student and school data is collected through district provided benchmark assessments, climate surveys and other school based measures. This data is discussed at the school level. Progress is also monitored by district administrators to provide feedback to each school.

1.3 One strength of the District is its commitment to shared values and beliefs about teaching and learning. This commitment is consistently reflected in decisions pertaining to all facets of the District's work. The district's diligent focus on successful implementation of its Framework for Quality Instruction is evidence of its on-going dedication to and expectation of high quality instruction in every classroom in the school district.   Based on the work of Dr. Robert Marzano, the Framework specifies research based instructional practices that actively engaging students with focus on in-depth understanding and acquisition of required knowledge and skills.   Implementation of the Framework began in 2011 with extensive professional development for both administrators and teachers to build knowledge of the Framework and its use in improving instruction. With the newness of the Framework one of the district's challenges is ensuring on-going support for administrators and teachers in its successful implementation.

1.4 Leaders at all levels of the system implement a documented, systematic continuous improvement process for student learning and conditions that support learning.   School Board/Superintendent Targets, the Academic Business Plan and each School Improvement Plan are tools used to define objectives, strategies and the data to be collected to measure outcomes. In 2010 a new process of action planning was implemented through project specifications or project charters. Individual projects are developed with strategies, outcomes, accountability measures and barriers to implementation identified. Project teams are created with members based on key skills and abilities pertinent to the project rather than department assignment fostering a climate of collaboration.   Current project charters are published on the district Share website for all stakeholders to access.

Governance and Leadership

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

Overall Rating: 3.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.	•Professional development plans •Student handbooks •Governing body policies, procedures, and practices •District operations manuals •Communications to stakeholder about policy revisions •School handbooks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	•Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Governing authority training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	•Communications regarding governing authority actions •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of decisions aligned with the district's strategic plan •Professional development offerings and plans •Examples of collaboration and shared leadership •Examples of decisions in support of the schools' continuous improvement plans •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the system and its schools, a strong sense of community, and ownership.	•Minutes from meetings with stakeholders •Examples of stakeholder input or feedback resulting in district action •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan •Involvement of stakeholders in district strategic plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Job specific criteria •Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted •Representative supervision and evaluation reports	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

2.1 The School Board approves policies and procedures that clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Chapter 4.00 of School Board Policy specifically addresses curriculum, instruction and assessment requirements. In addition, operations manuals required as per school board policy are individually identified in policy 2.25. In addition to board policy, curriculum, instruction and assessment procedures are specified in the district's pacing guide by grade and subject (Scope and Sequence), student progression plan, plan for accountability and assessment using both state and district assessments, and plan for professional development. The school board and superintendent establish annual goals and targets for school system performance and individual schools create and submit school improvement plans to the school district for approval.   In addition to the professional development requirements for instructional personnel, board policy and procedures manuals also include requirements for professional development for non-instructional support staff including bus drivers, cafeteria workers, health aides, paraprofessionals and other staff. State law requires the Board approve the district budget annually which is then operationalized in accordance with school board policy Chapter 7 and fiscal management handbooks (e.g. school use of internal accounts, purchasing manual) approved by the board.

2.2 The School Board has a process in place to evaluate its decisions and actions. School Board policies are regularly reviewed by district staff and recommendations for policy changes are proposed for Board decision as appropriate.   Internal audits conducted by the finance department review financial records at each school. External audits are performed by the Florida Department of Education and individual accounting firms to identify potential deficiencies in internal practices.   To ensure accountability for the educational program the Board reviews student academic performance annually as a part of the target setting process. The Board has formally adopted policies regarding code of ethics and conflict of interest (SLCSB 2.221) and has maintained Master Board status since 1993. The curriculum used in Master Board training includes the roles and responsibilities of both board members and the board as a governing body. (Master Board Curriculum List http://www.fsba.org/masterprograms.asp). Master Board training was used as an induction program for two new board members in 2010.

2.3 The School Board has established a clear delineation of roles and responsibilities within district operations so that each unit has the autonomy and resources to fulfill its role. The School Board sets policy which governs the work of the district. Annual budgets and other resource allocations, as well as defined measures of accountability are adopted by the School Board, however procedures and practices necessary for implementation are developed by the Superintendent and his staff specific to each area of district operations or individual school. Decisions and recommendations regarding hiring personnel are made by school or department leaders.   School and department leadership are responsible for fiscal management. Each school develops and executes a School Improvement Plan designed to address the specific needs of the school while adhering to the overarching goals of the Board. One strength of the district is its accountability system which provides information about system performance. This information allows the Board to hold district and school leaders accountable while maintaining leadership autonomy in day to day operations in the district.

2.4 Leaders and staff through the system align their decisions and actions with the work of the District. Specific projects with district-wide impact are identified toward continuous improvement in identified areas.   Individual School Improvement Plans are aligned to district Targets and Goals and measurement of progress is on-going. The district administers a comprehensive battery of benchmark assessments to monitor student progress as well as providing multiple avenues to analyze student performance data collected. The district encourages the creation and implementation of new vehicles for the delivery of content at all grade levels, and the use of collegial learning groups is evident at several levels of the organization toward this end.   As discussed in Standard 1 the project charter process requires collaboration across departments.   Since 2003, the district has worked collaboratively with both of its bargaining units through the interest-based decision making process used in negotiations. However, one challenge the district has faced since May, 2012 has been a return to collective bargaining on the specific issues of wages and benefits at the request of the bargaining units. The district's support staff union (CWA) has refused to negotiate for the 2012- 2013 school year. Subsequent negotiation sessions with the teachers' union (CTA/CU) have been contentious. Although agreement regarding wages and benefits was reached with the CTA/CU in January, 2013, the working relationship with both units has remained contentious.

2.5 District leaders at all levels cultivate involvement and input from stakeholders via numerous opportunities. There are several community advisory councils, including the District Advisory Council, the Hispanic, African-American and Haitian Advisory Councils, and the Citizens' Budget Committee as well as individual school advisory groups. School Board members engage in two-way communication with the community by serving on various boards and community committees and partners with community agencies such as the Sheriff's Department, the SLC Educational Foundation, and United Way. District schools are actively involved in community events (MLK Grand Parade, County Fair). Input is also sought from community members through "town hall meetings" on specific issues with district-wide impact. These meetings were held in 2009 and again in 2013 to inform the district's budget reduction planning for the next fiscal year.   At the school level, Building Level Planning Teams (BLPT) have been established to foster collaboration between teachers and administrators in decisions involving curriculum and instruction. Annually, climate surveys are conducted with students, staff and parents and results shared with each school.

2.6 Adoption of the St. Lucie County Framework for Quality Instruction ensures that the primary focus on the district's work and processes of supervision and evaluation is improving professional practice in all areas of the system and schools. School and district leaders, and instructional coaches, coach teachers in their instructional practice through multiple observations and subsequent feedback throughout the school year.   Effective use of the instructional elements within the Framework is monitored through the use of data collected from both informal and formal instructional observations. To facilitate the review process the data collected is entered in teacher and administrator evaluation system (Digital Bridge). Regular review of this data informs the focus of professional development on elements identified as needing improvement across the district. The data is also used to tailor interventions based on individual need. Professional development is differentiated based on target audience, and is delivered in multiple ways including district workshops, school based training, train the trainer, collegial learning groups and web-based materials.   Teacher evaluation data is also monitored to ensure each teacher's evaluation of instructional practice includes the required components of the state approved evaluation plan.

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.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
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.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	•Course, program, or school schedules •Student work across courses or programs •Course or program descriptions •Lesson plans •Graduate follow-up surveys •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Descriptions of instructional techniques •ESOL Manual, 504 Manual	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Authentic assessments •Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Student Led Conferences	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	•Common language, protocols and reporting tools •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	•Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	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. Families have multiple ways of staying informed of their children's learning process.	•Performance-based report cards •Examples of learning expectations and standards of performance •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of structures for adults advocating on behalf of students •Description of formalized structures for adults to advocate on behalf of students •Master schedule with time for formalized structure	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Evaluation process for grading and reporting practices •District quality control procedures including the monitoring of grading practices across all schools •Policies, processes, and procedures on grading and reporting	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is individualized based on an assessment of needs of the system and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •District quality control procedures showing implementation plan for professional development for district and school staff •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

3.1 St. Lucie County Public Schools aligns curriculum expectations with those of the state and is in a systemic transition from NGSSS to Common Core ELA and mathematics. The research behind the Common Core State Standards adopted by Florida in 2010 supports an elevated rigor of standard in order to equip students with the skills necessary to be ready for college and the world of work. St. Lucie County maintains scope and sequence guides for consistent delivery of instruction which ensure the delivery of all content in a manner that is paced appropriately for the academic year. The district also has a system of periodic benchmark assessments aligned to the standards. St. Lucie also uses progress monitoring tools as well as predictive measurements to support students' access and proper placement into challenging courses in preparation for college and career. EasyCBM and AIMSweb are progress monitoring tools, whereas PERT and midterms serve as predictive measures. Likewise, the high expectations established through the Framework for Quality Instruction support differentiated teaching and learning opportunities so that all children have equal access to and success in moving to the next level while also providing the educational experiences deemed necessary and appropriate to be contributing citizens in our democratic society. The expectation of consistent, rigorous, high quality instruction is monitored by multiple measures. The Framework is used for both feedback and evaluation. The explicit rubric attached to each element supports consistent expectations for all instructors.

3.2 St. Lucie Public Schools uses a continuous improvement model in monitoring curriculum, instruction and assessment in its educational program. Data is used to determine areas of focus in curriculum and/or instruction. This data is collected through a variety of district-wide assessment tools developed and implemented for identified content and grade levels. The assessment tools to gauge student learning and professional practice come from the data mined from the district-wide formative and summative assessment system that is carried out at the school level. Trends, subgroup strengths/concerns, and individual needs are monitored and this data informs the continuous improvement process. Identifying the level of proficiency attained by students is determined by the guidance of course expectations and standards published by the Florida Department of Education. As a District, course adjustments reflect annual state expectations and address areas of need as determined by the data. Resources are aligned to support teaching and learning. Within courses, scope and sequence guides are refined to ensure compliance. At the school level, the fidelity of delivering the intended content is monitored through St. Lucie County's teacher evaluation system which includes classroom walkthroughs, multiple informal and formal observations and feedback conferences between observer and teacher.

3.3 The Framework for Quality Instruction describes 41 specific elements of instructional practice; all designed to result in high quality instructional practice. During its first year of implementation priority was given to the specific elements of instruction that John Hattie (Visable Learning for Teachers) has identified as high effect size strategies including the elements directly addressing student interaction with new content, student practice in using the content, and students applying the content in cognitively complex tasks. As supported by focused professional development, teachers are working to incorporate high effect strategies in their classroom to address differentiated needs ranging from remediation of students with gaps to challenging students with enrichment experiences. Data collected through review of lesson designs, classroom walk-throughs and observations reveal the success with which these elements are implemented in classrooms and focus self-reflection and collegial discussions regarding improvement of instructional practice.

3.4 All instructional staff engage in personal professional development known as Deliberate Professional Practice which focuses on self-selected strategies to enhance personal professional growth based on concrete data to monitor and ensure the achievement of rigorous expectations. A system-wide framework for support is organized at the District level with support networked at the school and classroom levels. A plethora of professional development experiences were designed to create strong awareness and keen understanding of the new system. Coaching support for teachers as they practice the elements has is given high priority. Diverse coaching models are in place to address the differentiated needs of teachers whether veteran or newly inducted. District designed workshops, content-based work groups, collegial coaching, and classroom modeling are among the supportive offerings. Precise two-way discussion at every level of support provides the feedback that impacts positive change in student achievement. School-based professional development liaisons have been established to assist in developing highly qualified professionals. Designed specifically for new teachers, the Supportive High Quality Instruction for New Education (SHINE) program supports them during their first year of teaching. Key factors to the SHINE program include new teacher orientation, ongoing professional development, mentorship with an individual mentor assigned to each new teacher, new educator support teams (NEST) with networking opportunities, and district office supports. Nest participants include administrators, mentors, mentees and TSS. A monthly cohort meeting is also offered for new teachers and an online resource for 24/7 support for new teachers has also been developed and implemented. All new teachers have accounts to access to this resource.

3.5 Collaboration is prominent within St. Lucie County schools. Teachers of the same grade level, vertical collaboration within a school, or multiple departments collaborating as a shared effort, are just a few examples of how collaboration is at the forefront. School-based collaboration includes common planning built into the master schedule as well as the use of problem solving teams through the Multi-Tiered Support System (formerly known as Response to Intervention) process. At schools where AVID is incorporated, teachers collaborate to ensure success of their students in both their content area and AVID classes to prepare them for their future. St. Lucie County has developed general routines for both the literacy and math blocks. School leaders participate in monthly professional practice workshops facilitated by Mark Rowleski. School leaders are grouped into small cohorts to encourage continued collaboration focused on the school

leader's role in improving teachers' instructional practice.   At the district level curriculum specialists meet collaboratively to review data results after the administration of common assessments for quality assurance. Professional development specialists work collaboratively in designing professional development focused on specific needs as defined by data.   Through the system of project charters, team members from different areas of the district work collaboratively to solve problems and implement new programs.

3.6 Through the implementation of Performance Scales outlined in the Framework for Quality Instruction, the district has developed clearly stated, content-area specific learning goals. These performance scales allow teachers to clearly convey to students the learning expectations of them as students (learning goals) and what constitutes their mastery of those standards (learning scales). Learning goals are detailed on an organized rubric and allow students to track their own progress. Teachers assess students regularly to determine mastery and identify academic needs. The results of the district based benchmark assessments are loaded into Performance Matters (data warehouse) which provides teachers immediate feedback on student learning as well as the capability to disaggregate data. District curriculum personnel also regularly analyze results to determine the needs of the district and target professional development. Designated days prior to students' return each year are dedicated to professional development provided by the district. This time allows for introduction of processes, such as Literacy and Math routines and implementation of the performance scales, consistent for all stakeholders across the district.

3.7 St. Lucie County has developed several means of focused support for both new and veteran teachers. New educators participate in the SHINE (Supportive High-Quality Induction for New Educators) program. SHINE matches veteran teachers with new teachers or veteran teachers with experienced teachers new to St. Lucie County to provide supports that include networking opportunities and peer mentoring. In addition to support for teachers, newly appointed principals are assigned a mentor and participate in monthly cohort sessions to reflect on practices, and prepare for upcoming requirements. New principals also participate in specific professional development tailored to their new role. The district also takes a proactive approach to supporting assistant principals and individuals wishing to become part of an administrative team. The Developing New Principals cohort meets monthly, providing time to review upcoming district/state requirements as well as gather ideas and feedback regarding recent situations that they have experienced.   Prospective administrators can participate in Explorations in Leadership which includes opportunities to shadow current administrators to experience a "day in the life".   Induction activities are also provided for non-instructional staff that include emphasis on district beliefs and mission.

3.8 Making the home-school connection is an important goal of St. Lucie County. There are multiple ways for families to monitor their child's progress including access to Parent Portal on our website as well as more traditional conferences at school. Schools also provide family-centered events after school hours to inform families and the community of current topics including curriculum and various strategies that can be reinforced at home. Several schools are incorporating student-led conferences in which students share data and progress on learning goals with their parents and teacher in a conference setting. In addition to school sponsored activities, the Parent Academy of St. Lucie County connects families with a multitude of resources. Options include information sessions regarding content through Curriculum Nights, technology-based information sessions that address accessing learning tools for students at home and a host of resources for parents located at the Parent Academy itself.

3.9 The District's K-12 guidance system allows each student additional opportunities to connect to an adult advocate at school. At the high school, Freshman Academies, Small Learning Communities, and Career Academies are designed to personalize the school experience for students. Freshman academies were implemented at all high schools in August, 2010 as a means of ensuring long-term interaction with individual students. Results from a survey completed in 2012 show 60% of studnets Middle schools have used teaming to build relationships so that teachers become advocates for students. In addition, many of our schools are Kids at Hope schools which use mentorship and encouragement to build student self-esteem toward success. These structures provide opportunities for school employees to serve as advocates for individual student needs regarding learning skills, thinking skills, and life skills. Opportunities to develop student - adult

advocate relationships are also provided through clubs, athletics, and other school based activities.

3.10 In accordance with the school board approved student progression plan, teachers in all grade levels across the system use common grading calculation and reporting processes and procedures based on clearly defined criteria. The student progression plan states that teacher evaluation of student performance is based on mastery of performance standards and exit criteria. The standards for measuring student mastery of the course objectives have been identified for each course in the state course description and are compatible to the Sunshine State Standards and the Next Generation Sunshine State Standards where applicable.   One challenge that the district has recognized and worked to address is the consistent determination made by all teachers regarding student mastery of course content. A District Grading Task Force was convened to begin work regarding this issue and is tasked with reviewing and evaluating the policies, processes and procedures on an ongoing basis.   Specific to grades K-2, the district transitioned to a refined system of standardized grading for students in this grade band and plans to complete its formal evaluation of this system by the end of this school year. Skyward, our information system, allows all stakeholders (teachers, students and parents) access to their students' achievement, attendance and behavior data. Common, grade specific report cards, as well as scheduled progress reports for students and parents are also used. Stakeholders are aware of the policies, processes and procedures through a series of parent presentations, the student progression plan, technical assistance papers for ESE grading, and online webinars.

3.11 All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. As required by the Race to the Top grant professional development topics/focus are data-driven. In the implementation of the Framework for Quality Instruction the district provided over 750 hours of training to facilitate successful implementation across the district. As recognition of the district's extensive efforts in professional development focused on implementation of the instructional framework, the Florida Association of Staff Development's award for outstanding professional development was presented to the district. Specific dates are built into the school calendar and designated as professional development days. In addition to these days, extensive individualized professional development opportunities are offered on the district's ERO website based on specific needs. ERO also allows staff to maintain a "transcript" of the professional development taken. Online professional development is also offered through district created webinars and the SHARE website which contains a wide variety of print information, as well as video trainings accessible 24/7 by all staff. The district has purposefully used these various formats of delivery to increase capacity in effective instructional practice among all faculty and staff. The program is systemically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. All teachers and school based administrators are required to develop individualized plans, or Deliberative Practice Plans, annually that guide their individualized study based on needs identified through a variety of data sources.

3.12 District and school personnel use data to identify the unique learning needs of all students at all levels of proficiency as well as other learning needs. Progress monitoring data from state and district assessments are analyzed using the Performance Matters system. From this data, teachers are able to individualize instruction to meet the unique needs of students. In addition to Performance Matters data, teachers of students in grades K-5 analyze data from easyCBM measures, the diagnostic assessments in Journeys and prerequisite tests in Go Math. At the secondary level, teachers use AIMSweb in Intensive Reading and Intensive Math classes to provide additional data to support instruction. Teachers of students with significant disabilities address their unique learning needs by analyzing data from the Brigance, Florida Alternate Assessment and Structured Methods in Language Education (SMILE). EasyCBM is used by teachers of students with significant disabilities to monitor progress and adjust instructional strategies. The district utilizes multiple sources of data to determine the provision of services to students who are gifted including, Naglieri Nonverbal Ability Test, psycho-educational evaluations, and FCAT scores. The district provides a continuum of services to 4,900 students identified with a disability under IDEA. Services range from consultation between the general education teacher and exceptional student education teacher or therapist to in-class support up to services provided in a separate class setting for students with significant needs as determined by their Individual Education Plan team. The district also provides a continuum of services for 998 students eligible for gifted services as determined by their Educational Plan team. Services range from consultation between teachers and student to resource classes to full-time placement. Instructional support is provided to 2754

students identified as English language learners. Data obtained from the Rosetta Stone program and Imagine Learning is used to drive instruction in addition to data analyzed for all students. District and school personnel stay current on research related to unique characteristics of learning and provide learning services to all students by participating in professional development activities provided within St. Lucie County and outside of the district. The Curriculum, Instruction and Assessment department not only provides professional development in specific content areas but also provides support to school teams for instructional strategies and interventions for students in the Response to Intervention (RTI) process. The Exceptional Student Education (ESE) department provides a multitude of professional development opportunities to support the unique learning needs of students with disabilities including differentiated instruction, behavioral strategies, using data to drive instruction, using access points, and creating learning goals and scales for students with significant disabilities. The ESE department also provides or facilitates training in specific reading/language programs including Wilson, SMILE, and Linda Mood Bell. Our Speech Pathologists, Occupational and Physical Therapists, Teacher of the Visually Impaired and Teachers of the Hearing Impaired participate in Working with the Experts training provided by the Florida Department of Education.

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.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
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.	Policies, processes, and procedures describe how system and school leaders are to access, hire, place, and retain qualified professional support staff. System and school leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement in the district. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school system, individual schools, and educational programs.	•District budgets or financial plans for the last three years •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	•Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•Example systems for school maintenance requests •Documentation of compliance with local and state inspections requirements •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has clearly defined policies and procedures for strategic resource management. The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.	•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •Policies, handbooks on district and school facilities and learning environments	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	•District education delivery model intended for school implementation including media and information resources to support the education program •Data on media and information resources available to students and staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	•Policies relative to technology use at the district-level and school-level •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

4.1   The St. Lucie County School District directs the various categories of resources it has available to provide services in its schools to support success for all students. Policies and procedures ensure that district and school leaders have access to hire, place and retain qualified professional and support staff.   The District has developed a process to provide school leaders tools as well as relevant information regarding teacher qualifications to effectively recruit skilled personnel. Through its electronic screening process information regarding previous employment, criminal history and job qualifications is used to identify potential candidates for employment interview and hiring. Certification of all teachers is monitored and deficiencies are addressed as appropriate.   Surveys are administered and data is used to inform and address specific instructional/professional needs. To ensure equity in staffing across schools, allocations are calculated annually by applying the board approved staffing allocation formulas to the projected student enrollment at each school. A reappointment list is also generated annually to collect information on staffing needs based on reappointments, non-reappointments and resignations. This process allows school leaders to determine the number of personnel necessary to fill vacant positions as well as fill any newly allocated positions to ensure a quality educational program at their school.

4.2 The District maximizes its use of time, materials and financial resources to support its educational program across the district. School schedules of courses are reviewed by district level administrators to ensure the instructional time scheduled daily meets state funding requirements, the district's approved reading plan requirements, individual school improvement plans, and school specific requirements driven by individual program (CAM). School and district budgets are allocated on a per student basis ensuring that resources are distributed equitably across schools. Additional resources funded by Title I & III grants and IDEA funds provide access to materials with the purpose of meeting the needs of diverse learners while ensuring equal access. School based Title I budgets also give school leaders the flexibility in spending some of their funds to address the unique needs of their school students. Additional funds have also been secured through a strategic multiyear partnership with Houghton Mifflin Harcourt and the federal Race to the Top Grant. Funds from these sources have provided professional development, instructional materials and human resources in support of effective instructional practice. The district's commitment to support its educational program is evidenced by the expenditure reduction plans identified in 2009 ($30 million cut plan) and 2013 ($15 million cut plan).   In both plans, strategies to reduce costs were evaluated based on their level impact to the educational program and the focus on maintaining quality educational programs above all else.

4.3   Within the constraints placed on it through reduced funding from the state, the District maximizes its efforts to maintain facilities, services and equipment needed for a safe, clean and healthy environment for all students and staff.   The District has adopted and designed a system that clearly defines expectations for maintaining cleanliness at the schools. Safety committee meetings take place on a monthly basis to discuss and troubleshoot any issues that may arise. Improvement plans are developed and implemented as necessary to improve conditions. Expectations for maintaining a safe learning environment are established and protected by School Board policies. School personnel and students are accountable for adhering to such expectations.   Annual climate surveys ask stakeholders several questions assessing their perceptions of safety at their schools.   One significant challenge continues to be the lack of adequate funding to support all of the district's needs. As a result, staffing in custodial and maintenance areas have been reduced as a cost cutting measure, which has lowered the standard of services in these areas.

4.4 The District engages in long term strategic planning for resource utilization.   It proactively plans its long term budget strategies through monitoring long range and short range projections in enrollment trends, anticipated changes in revenue streams and trends in expenditures in major budget categories such as salary and benefits costs. As one example in anticipation of budget short falls in 2009 the board authorized a $30 million expenditure cut plan which maintained the board's fund balance while continuing its level of instructional services for students. Enrollments are monitored and used to drive the five-year facilities plan and its annual updates submitted to the FDOE. School

capacities are fully utilized through the district's student assignment plan which allows for student placement based on zone, not on residence.   This assignment strategy also ensures the maximum class sizes are met thereby avoiding financial penalty. The District's technology plan also provides for long range goals for meeting consistent technology standards at each school.

4.5   All students have access to a variety of educational curriculum and curricular resources delivered digitally. One of the four streams of the district's strategic partnership with Houghton Mifflin Harcourt focuses specifically on expanding access to digital resources for learning in all grades. In 2009 budget cuts forced the elimination of the technology specialist position in each school however the district has strategically designed support services to ensure continued access to digital resources. A district based Help Desk technical support system was implemented in 2009 to provide users with technical support. In addition, the district currently provides for one media specialist at each school to support provision of informational resources for teachers and students.   Links to many digital resources are provided on the district's webpage which allows users access 24/7.

4.6   St Lucie County School District provides a modern, fully functional technology structure and state of the art technological equipment at most of its schools. The district's multiyear technology plan specifies technology systems for all schools and identifies needs by specific schools to ensure standardization across the district. In accordance with the technology plan, as new schools were built or campuses expanded state of the art technologies were incorporated in these facilities. At the same time funds were allocated to upgrade existing facilities with a specific focus on Title 1 schools. E-rate dollars were applied for and used to fund hardware needs.   However, since 2009 funding reductions in both state and local revenues have forced the district to maintain current systems postponing system expansion to remaining schools.

 4.7 St. Lucie County Schools meet the physical, social and emotional needs of its students through several strategies. Counseling assessments, referral, and educational and career planning needs of all students are met through an array of services that are outlined in the Guidance Plan as well as the Multi-Tiered Support System (MTSS). Widely used to monitor student learning certain parts of MTSS is used as a process of data analysis where a Quarterly Risk-Profile is generated highlighting scholastic indicators or academic requirements such as Grade Point Average (GPA), Attendance and Discipline status of all students. This process helps the district and its educators identify and categorize interventions, i.e., academic, behavior, social, and emotional interventions, in three levels for students' learning, success and readiness for the next level. Further, AIMSWeb is a computer based tool that supports the MTSS process at the secondary level. AIMSWeb is used to help teachers identify students' strengths and weaknesses relative to reading and mathematics skills that are tested using the state's FCAT and the End of Course (EOC) Exams. Students' learning results are then generated by AIMSWeb which informs SLPS and its local schools and educators of where to refine instruction that meet the academic needs of all students. To support the student behavior component the district has implemented the Positive Behavior Support (PBS) program through the University of South Florida with many district schools identified as model schools.   Collaborative partnerships with community mental health agencies that serve children and the Children's Services Council of St. Lucie County have been developed. These community partners provide support to students with emotional/social needs following a crisis. Processes whereby a student is assessed by school-based staff to determine if student may be potentially dangerous to self or others are implemented and monitored.   Although not required by state law, the district also staffs 13 social workers to assist students and families in getting the services needed.   The District also has guidance counselors in place at each of its schools and has recently added two district-wide guidance counselors in addition to the school based counselors: one for elementary and one for secondary schools. These counselors support and guide school based counselors in meeting students' needs. In addition to ensuring enrollment in courses needed for graduation, school counselors also support students in career-related interests plan development." Freshman Seminar" for all 9th grade students provides them with further career guidance activities. Career Specialists work with student, teachers, post-secondary partners, business, industry and other community stakeholders to support and encourage career and college readiness.

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.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Brief description of technology or web-based platforms that support the education delivery model •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Evidence that assessments are reliable and bias free	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•Examples of data used to measure the effectiveness of the district systems that support schools and learning •List of data sources related to district effectiveness •Examples of changes to the district strategic plan based on data results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•Minutes of meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

5.1 The St. Lucie County School District prides itself on an established system that maintains a clearly defined comprehensive student assessment system. The Formative Assessment Project Charter supports the district goal on improving classroom instruction to increase student achievement through progress monitoring. The charter provides an integrated system of support for internal and external partners in the areas of curriculum, professional development, assessment and technology.   As stated previously, the District utilizes Performance Matters (PM) as an assessment and data platform. This platform provides stakeholders with a comprehensive view of student performance and growth. Performance is compared across state and local assessments at the individual student level, the classroom level, school level, and district level. All district developed assessments are analyzed for validity and reliability. The PM platform pulls together information and creates established and ad hoc reports, allowing stakeholders to analyze the data and make recommendations and take action. EasyCBM and AIMSweb provide assessment systems with national norms that are used in conjunction with our local assessments across all schools for progress monitoring.

5.2 The District documents and consistently uses systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources. As described previously each school within the District develops and uses its school improvement plan to continuously monitor and improve its instructional program. Also discussed in Standard 3 the district has adopted the Florida Deliberate Practice model as a method for improving every teacher's instructional practice through the use of data. To maximize the available staff, a program evaluation project charter was established to systematize the identification, selection and evaluation of program effectiveness. This project charter focuses on district-wide program evaluation through the establishment of project objectives, team members, deliverables and timelines. For the current school year the charter has narrowed the focus to a program evaluation of the Read 180 and Language! programs. As part of the evaluation of the programs, the team collects and analyzes data related to factors that impact program effectiveness such as assessment data, fidelity of program implementation and program usage data. At the conclusion of the program evaluation the charter will provide recommendations for the implementation and use of each program and identify the next programs for evaluation.   Child Nutrition Services and Transportation Services are two departments that exemplify the use of data to systemically impact the organizational conditions that support student learning. Child Nutrition Services collects meal count data, free and reduced lunch application data, and financial data to make informed decision to ensure that they are meeting health requirements, addressing student needs, increasing productivity and are remaining financially self-supporting. Through monthly reports food service personnel monitor key performance indicators of the program to monitor achievement of established goals. Similarly Transportation Services collects and analyzes data such as arrival time, time students spend on the bus, number of bus stops and number of students on the bus. Transportation Service personnel identify trends in data to determine areas where productivity and efficiency can be increased to positively impact the students' learning environment. Minimally the data is reviewed annually to design routes that will ensure the safe, timely, efficient transport of students to and from school.

5.3 The Testing and Accountability Department provides schools data from numerous sources. Professional and support staff members are offered several opportunities for training in interpretation and use of this data at both the school and district levels. Professional development workshops and courses are communicated through district e-mails and the course catalog on the Professional Development section of the SLPS website. These learning opportunities are offered to help school district staff members understand the retrieval and interpretation of achievement data and students' levels of performance. Some topics that staff members are trained on include Performance Matters, Easy CBM, and AIMSWeb. Staff members sign up for the professional development through the Electronic Registrar Online (ERO) and have the opportunity to complete surveys regarding their learning. Trainers then use the survey results to modify and implement additional trainings as needed.
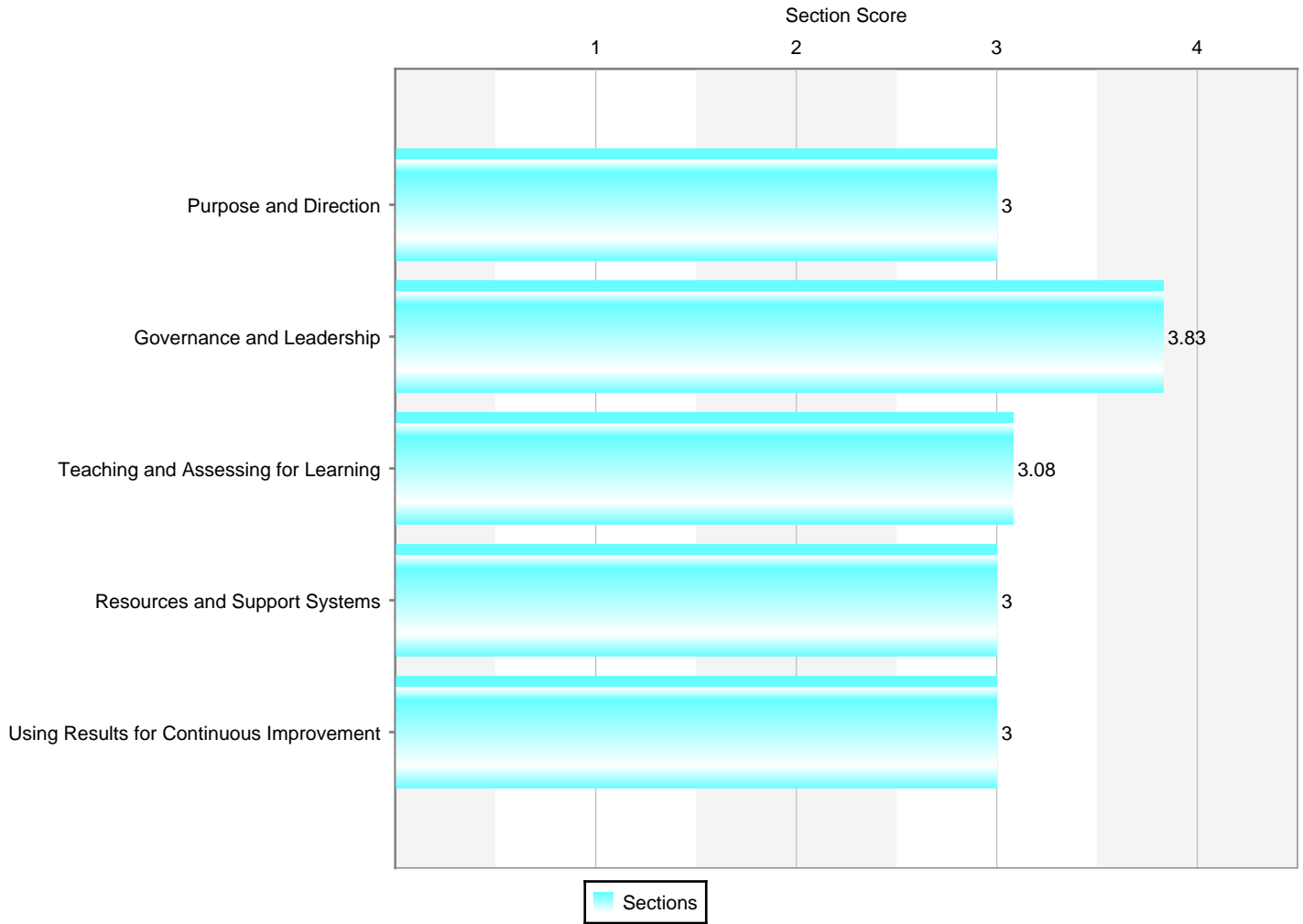
5.4   The District uses a comprehensive assessment system that is supported by educational practices, policies and procedures that are used conjunctively to continuously address and analyze the results of student learning and achievement. This process of assessment and continuous verifiable improvement in student learning is also designed to provide information regarding students' readiness and success at the next level. Therefore, student learning, current success and readiness for the next level in all schools within the district are measured and monitored using many educational tools as guided by both state and in county educational practices, policies and procedures. Some of

the comprehensive assessment tools and results that SLPS uses to analyze, monitor and refine improvement in student learning, student success and readiness for the next level include the Florida Comprehensive Assessment Test (FCAT), End of Course (EOC) Exams, Performance Matters, Postsecondary Education Readiness Test (P.E.R.T.), Comprehensive English Language Learning Assessment (CELLA), and the SLPS Benchmark Assessments. As stated in earlier narratives this data is used to inform SIPs and other school and district programs to monitor progress.   Other avenues in which student learning data is reviewed, discussed, and used to refine instruction to gauge the readiness and success of students for the next level are at the following meetings: District Advisory Council (DAC), Grade Level, Content/Subject Department, Role-Alike, Team Leader Meetings, and the meetings identified under the process of the Multi-Tiered System of Support (MTSS). Based upon the results of such data chats and action planning, initiatives such as the Mosaic Digital Academy Virtual School K-12, E2020 for Credit Retrieval, Florida Virtual School are implemented to ensure the success of all students that are served by SLPS. These initiatives are used in accordance with the rules and regulations of the Florida Department of Education. Through focusing on needs of our students, the district maintains a variety of programs that help to increase the readiness and success rates of students transitioning to next level. According to district-wide data, the impact of such programs (eg: Voluntary Pre-Kindergarten, 9th Grade Academies, 3rd Grade Summer School, Course Recovery, etc) has been a steady increase in the number of students demonstrating proficiency on State Assessments, an increase in Kindergarten Readiness rates and Graduation rates, implementation of College Readiness courses, as well as a decrease in the percent of failures/retentions in K-12.

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.   The District uses multiple methods of communicating this information depending on the relationship of the stakeholder to the district. For the general public, the District Advisory Council meets monthly and provides opportunities for the sharing of district information with various constituencies as well as obtaining feedback on district performance and the effectiveness of its programs from the community at large. Bi-weekly school board meetings are recorded and televised. The district's public access channel, WLX-TV, broadcasts a variety of programming in English, Spanish, and Haitian Creole to communicate information about district performance, initiatives, and to showcase student work to all stakeholders. At the school level, monthly School Advisory Council (SAC) meetings discuss school performance and goals, and are open to the public. Additional information may be obtained by the public through the District web site. School Improvement Plans are available through the Florida Department of Education's Bureau of School Improvement web site. The district's School Improvement Plan (SIP) Project Charter focuses on internal processes to streamline the use and dissemination of school improvement information, tracks the activities of school SAC committees to maintain compliance with state statutes, and is employing a continuous improvement model for the annual school improvement reporting cycle. For school staff and those who have students in the school system, the Performance Matters assessment information system is integrated with the student information management system, Skyward, to deliver timely information to appropriate stakeholders on student performance. Skyward also provides detailed information to authorized users within the district regarding student discipline, health, scheduling, graduation requirements, and emergency contact information

Report Summary

Scores By Section

Section Score

	1	2	3	4

Purpose and Direction — 3

Governance and Leadership — 3.83

Teaching and Assessing for Learning — 3.08

Resources and Support Systems — 3

Using Results for Continuous Improvement — 3

Sections

Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	
The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: •Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction •Mission and purpose of the institution •Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership •Grade levels served by the institution •Staffing, including administrative and other non-teaching professionals personnel •Available facilities, including upkeep and maintenance •Level of funding •School day or school year •Establishment of an additional location geographically apart from the main campus •Student population that causes program or staffing modification(s) •Available programs, including fine arts, practical arts and student activities	Yes	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 1: Minimum response rate was not met (parent survey: less than 20%, student survey(s): less than 40%, staff survey: less than 60%). Failure to follow the administration protocol.	•Evidence of survey responses •Evidence of survey response rates	Level 1

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

All categories of stakeholders (parents, staff, and all grade groupings of students) had the highest average score on questions about high expectations in both general terms (e.g. every student is expected to learn) and individually (I am expected to learn).   Overall, parents agree that their child's school is clearly focused on student success. Students and parents agree that there is a clear expectation of students doing their best work at school, and that students know what that means for them.   Staff members also agreed with high expectations in terms of accountability (leaders expect teachers to maintain high standards and expectations for students)

The use of data for decision-making was scored highly by staff members.   Teachers agreed that data was collected from a variety of assessments and that data is used for monitoring student learning. Data is also used in the continuous improvement through setting goals and objectives for the school and assessing progress. High school students agreed that a variety of data collection activities (e.g. tests, projects, etc.) were used to assess their understanding of what was taught.

Teachers also agreed that professional learning was based on the identified needs of the school, suggesting that data has been used to determine what needs there at individual schools.

Secondary students also agreed that their school prepared them to be successful at the next level.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Since this is the first time survey data using this tool has been collected the data provides benchmarks for comparison with the results of future surveys however, specific trends can't be determined for this year.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

While not comparable in terms of identifying positive trends as indicated in the prior question, results of prior year climate surveys have also shown that respondents in all groups agree there is a focus on learning and that students are given school work that challenges them. Through investigation and discussion required of the self-assessment project the teams identified information that supports both high academic expectations for students and emphasis on the continuous improvement process as areas of notable acheivement in the District. Additionally, the District has been focused on development of its Local Instructional Improvement System (LIIS) with the specific goal of increasing data use for accountability purposes in both academic and non-academic areas.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The overall scores regarding teachers providing feedback for parents in their children's education and opportunities for family involvement were lower among student, teacher and parent stakeholder groups. Only 62 % of staff agreed that families were regularly engaged in their children's learning progress while only 66% of parents agreed that they were informed regularly about their child's grades. Only 60% of early elementary students agreed that their family liked to come to their school while 59% of students in grades 3 -5 agreed that their families were asked to come to school activities.
In terms of resources (Standard 4), staff rated the availability of technology and material resources low on average, while the majority of parent and student responses at all grade levels agreed or strongly agreed that they had resources and technology for learning.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Since this is the first year of survey implementation, trends cannot be established. In future years survey data can be compared with this year survey as the benchmark.

What are the implications for these stakeholder perceptions?

The District has a variety of communication tools available for parents and teachers to discuss student progess including parent portal, email, phone, student planners and the Connect Ed call system. However since parent involvment in their child's education is an area rating lower in all stakeholder categories it suggests that one or more of the tools being used isn't effective for all parents. Further investigation through disagregation of the data collected in these surveys could identify schools that have higher scores in this area to determine how district communication tools are being used, and if other tools are used by the school which are more effective. As additional information, prior to this year's survey the district climate survey response rate from parents was extremely low. This year, the response rate, while still not meeting the minimum response rate of 20%, was significantly higher.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

While not comparable in terms of identifying needing improvement in the climate survey conducted in 2012 parent scores were lower in responding to questions about their opportunities to provide input in their child's education and whether or not they receive regular feedback regarding their child's progress. Through the self-assessment process the team working on Standard 4 also identified availability of resources an area that needs improvement.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	30.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

It is important to note that 2012 was the first year that revised assessments were used in the State's FCAT assessment system. While FDOE retrofitted 2011 scores to allow for comparison of 2012 results. The 2012 results is still considered baseline data so can't be used to determine overall trends at this time. However, in comparing the adjusted 2011 data to 2012 results, an increase in reading proficiency was seen in grades 3 (+2 percentage points), 4 (+3), 5, (+1) and 7 (+1, while proficiency remained unchanged, Math proficiency increased in grades 6 (+1 percentage point), 7(+2), and 8 (+1). 45% of students in grades 7 - 12 taking the Algebra I end of course exam were proficient as compared to 44% of students in 2011.

Describe the area(s) that show a positive trend in performance.

Trends can't be determined by comparing 2 years of data and, since the Department of Education retrofitted 2011 data only there is not enought data to determine positive trends over time.

Which area(s) indicate the overall highest performance?

Students' scores on Math FCAT and FCAT Writes have been consistently higher than other scores in 2007 - 2011. When comparing math scores in all three areas (proficiency, growth and growth in lowest quartile) not only are the number of students in each category higher as compared to ther subjects, but the growth in percentage of students from 2007 - 2011 in each of the three areas is also greater; proficiency = 10 point gain, math gains = 4 point increase and lowest quartile = 5 point increase. However, in looking at 2012 data math scores no longer stand out as an area of strength as compared to reading scores for the same year.

Which subgroup(s) show a trend toward increasing performance?

Because data from 2012 is not comparible with data prior to the retrofitted data from 2011, data from 2007 to 2011 is used to determine trends in increasing performance. Using data from 2007 through 2011 a comparison of AYP subgroups indicates that every subgroup has shown growth in reading proficiency over this timeframe; Black students have shown a 7 point increase, Hispanic students a 9 point increase, and White students a 4 point increase. For the other subgroups economically needy students have shown an 8 point growth in proficiency since 2007. Students with Disabilities showed growth of 8 points, and proficiency for English Language Learners increased by 9 points. The growth in reading proficiency for all students was 5 points, which indicates that on average all subgroups with the exception of White students have acheived a rate of increasing proficiency than the rate of all students.

In math, a comparison of AYP groups indicates that every subgroup has shown growth in proficiency as well over this timeframe; Black students have shown a 13 point increase, Hispanic students a 15 point increase, and White students an 8 point increase. For the other subgroups economically needy students have shown a 15 point growth in proficiency since 2007. Students with Disabilities showed growth

of 13 points, and growth in proficiency for English Language Learners increased by 19 points. The growth in reading proficiency for all groups was 10 points, which indicates that on average all subgroups with the exception of White students have acheived a rate of increasing proficiency than the rate of all students.

Between which subgroups is the achievement gap closing?

Because data from 2012 is not comparible with data prior to the retrofitted data from 2011, data from 2007 to 2011 is usesd to determine gaps in acheivement. Reading proficiency data showed that the gap between White and Black students narrowed from 24 points to 21 points (decrease of 3 points) since 2007. The gap between White and Hispanic students also narrowed from 14 points to 9 points (decrease of 5 points) from 2007 to 2011. Math proficiency data also shows a narrowing of gaps. the gap between White and Black students narrowed from 27 points to 22 points (decrease of 5 points) since 2007. The gap between White and Hispanic students also narrowed from 13 points to 6 points (decrease of 7 points) from 2007 to 2011.

Which of the above reported findings are consistent with findings from other data sources?

The District implements district developed benchmark assessments for diagnostic and progress monitoring purposes. For benchmarks prior to 2012 the alignment between FCAT and these progress monitoring tools had been determined as valid and reliable by the district assessment department. From 2007 - 2011 the assessment scores from the periodic benchmark assessments were consistent with FCAT outcomes.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Proficiency for Black students in both reading and math has not increased as targeted. While the acheivement gap between White students and Black students in St. Lucie is narrowing at a faster pace as compared to the state, when compared to state proficiency measures, district Black students are behind in both content areas. Measures of proficiency in reading and math for students with disabilities have also not increased as targeted. The rate of increase in proficiency is greater in St. Lucie for both reading and math, however the percentage of students assessed as proficient is lower than state averages for both subject areas.

Describe the area(s) that show a negative trend in performance.

Trends can't be determined by comparing 2 years of data and, since the Department of Education retrofitted 2011 data only there is not enought data to determine positive trends over time. When comparing reading and math proficiency for 2007 through 2011 no areas showed an overall negative trend in performance.

Which area(s) indicate the overall lowest performance?

As stated previously, subgroups of Black students and students with disabilities are subgroups with the lowest overall performance. When analysing data by grade level, data from 2007 - 2011 indicates that increases in reading are lowest in grades 7, 8 and 10, while increases in math are lowest in grades 8 and 10.

With only 2 years of data for Algebra I and 1 year of data for Biology and Geometry it is not possible to determine performance changes with any reliability. However, St. Lucie's percentage of proficiency on the Algebra 1 exam in 2012 was behind the state by 2 percentage points.

Which subgroup(s) show a trend toward decreasing performance?

None of the subgroups show a trend toward decreasing performance. FCAT 2.0 scores for subject areas are lower for 2012 than prior years, however as stated previously the assessments were revised in 2012 and although 2011 data was retrofitted no overall determinations can be made regarding either positive or negative trends.

Between which subgroups is the achievement gap becoming greater?

When comparing the acheivement gap among all subgroups from 2007 - 2011 all gaps have narrowed. 2012 data cannot be compared for trend purposes because of signficant changes in the assessments.

Which of the above reported findings are consistent with findings from other data sources?

As stated in the previous section the District implements district developed benchmark assessments for diagnostic and progress monitoring purposes. For benchmarks prior to 2012 the alignment between FCAT and these progress monitoring tools had been determined as valid and reliable by the district assessment department. From 2007 - 2011 the assessment scores from the periodic benchmark assessments were consistent with FCAT outcomes.