



Accreditation Progress Report

Duval County School District

Dr. Nikolai Vitti
1701 Prudential Drive
Jacksonville, FL 32207-8182

TABLE OF CONTENTS

Introduction	1
Progress Assessment	
Improvement Priority 1	3
Goal 1: District leadership will allow time for the new culture to stabilize across the system.	7
Improvement Priority 2	9
Goal 1: Duval County public schools will develop a formal quality assurance review process to ensure that all district schools meet the AdvancED Standards for Quality Schools.	13
Improvement Priority 3	14
Goal 1: All students in Duval County Public Schools will be well known by at least one adult advocate who supports the success of the student.	20
Improvement Priority 4	21
Goal 1: Duval County Public Schools will provide equitable and challenging learning opportunities for all students to develop the skills needed to succeed in school and in life.	26
Improvement Priority 5	27
Goal 1: Comprehensive Policy Review	31
Improvement Priority 6	32
Goal 1: Duval County Public Schools will develop a grading and reporting process based on clearly defined criteria based on content knowledge and skills across grade levels and courses.	36

Introduction

The Accreditation Progress Report provides this institution the opportunity to engage in a structured continuous improvement process to review, analyze, reflect, and report on progress it has made subsequent to the External Review. Additionally, the process facilitates ongoing professional learning, collaboration, and cooperation among the institution's staff and key stakeholders in identifying and articulating progress made in the areas most in need of improvement.

As such, this Accreditation Progress Report is the summary of this institution's focused improvement efforts, actions, and activities that demonstrate how it has addressed Improvement Priorities resulting from an AdvancED External Review. AdvancED uses the report to assess the progress this institution is making in improving its impact on teaching and learning, leadership capacity, and use of resources.

This Accreditation Progress Report includes the analysis and response by AdvancED to the institution's self-reported progress. Based on the findings in this report AdvancED re-assesses this institution's accreditation status. This determination is communicated through a formal letter from AdvancED and includes next steps, if appropriate, in the process.

About AdvancED

AdvancED® provides accreditation and school improvement services that are supported by state-of-the-art educational technologies, policy and advocacy outreach, education research and innovation to education providers of all types to create a world of opportunities for every learner. AdvancED works with over 32,000 institutions in more than 70 countries serving over 20 million students. AdvancED is the parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

Progress Assessment

Improvement Priority 1

Statement:

Allow time for the new culture to stabilize across the system.

Description:

Interviews with school board members, cabinet, building administrators, teachers and stakeholders and the superintendent's overview revealed that not enough time had passed for all staff to adequately process, commit to, and implement with fidelity the new strategic initiatives and strategies. This was especially evident during the External Review Team's observations of learning environments.

System leadership should allow time for personnel at all levels to implement policies, procedures and strategic initiatives in order to foster an effective instructional culture. As instructional leaders at the district and school levels, administrators must ensure that the appropriate individuals identified for implementing improvement actions have knowledge of and are given tools and support needed to accomplish the tasks required for ongoing improvement.

Indicator 2.4

Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

Institution Response

Progress Status:

Implemented

Response:

At the time of the Peer Review Visit in the Spring of 2014, our district was in the process of implementing a series of much-needed improvements. As a result of those changes, there was some natural anxiety among some DCPS employees at both the district and school level. Since that time, a great deal has been accomplished in an effort to stabilize the culture of the district and our schools.

As a first step, rather than develop a host of new initiatives, the district has worked to improve and refine existing efforts. In addition, the district has developed a process of strategic abandonment of some requirements. For example, the superintendent drastically reduced the number of student assessments required at each grade level. In another initiative, district staff worked with our teacher's union to reduce paperwork required of our instructional staff. The Budget Allocation Plan, introduced at the time of the last External Review, has now been institutionalized, and as a result, there are fewer changes to school budgets resulting in less disruption of staff based on shifting student FTE, further stabilizing our schools.

DCPS has also been working to stabilize the district and school culture. Very few principal changes were implemented for the 2015-2016 school year, in comparison to previous years. Principals have been provided additional support via a lower ratio of principal supervisors to schools. Professional development has been provided to both administrators and teachers on improving school culture.

In an effort to build a succession management bench for district administration, principals can voluntarily shadow a key district leader for various days throughout the school year, to learn more about the skills, responsibilities and requirements for district level positions.

Finally, all stakeholders are given multiple opportunities throughout the year to provide feedback to the district, including any concerns, recommendations, or commendations. For example, our instructional staff participates in the New Teacher Project, which solicits feedback for improvement several times per school year. The Gallup Student Poll is administered to all students in grades 5-12 annually each fall, and the results are reported by school to provide information used to improve school culture. All DCPS employees are administered the Gallup Q12 survey, that rates the engagement of employees by school or department, and provides coaching support to improve areas identified by the survey.

Participation in the Parent Climate Survey by parents and caregivers administered each spring has more than doubled over the past two years, and now includes additional questions about progress on district initiatives and priorities for upcoming school years. The superintendent holds "Chats with the Supe," which are open forums for community stakeholders to speak with the superintendent about any issues and concerns they may have. The Chief of Schools surveys principals after each principal meeting to garner their feedback related to meeting effectiveness and to solicit topics for future meetings. The superintendent also holds "Every Voice" sessions with various departments and instructional groups, to hear their unique concerns and ideas.

Perhaps the greatest contribution to district and school stability was accomplished by our school board, when they unanimously voted to renew the Superintendent's contract for an additional three years. This allowed district and school staff the ability to settle into their new roles, confident that there would not be another change in leadership for the foreseeable future.

Attachments:

Budget Allocation Principal Feedback

Budget Allocation Principal Mtg PPT

Budget Allocation Guidelines

Accreditation Progress Report

Duval County School District

Gallup Employee Email Sample
Parent Survey
School Climate Survey Update
TNTP Insight Sorter
Chats with Supe Flyer
Agenda Item Sup Contract Extension March 2015

Reviewer Response

Status:

Accept

Response:

AdvancED commends the system for the steps it has taken to address the recommendation of the External Review team. As outlined in the system's response, the system has demonstrated its ability to effectively mobilize its efforts to respond to external direction for the benefit of the system and its students. AdvancED concurs that this recommendation has been completed and encourages the system to continue its work in this area.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none">APR	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	District leadership will allow time for the new culture to stabilize across the system.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: District leadership will allow time for the new culture to stabilize across the system.

Measurable Objective 1:

collaborate to create a budget allocation plan that creates a consistent and reliable funding mechanism to our schools by 05/01/2016 as measured by stakeholder feedback surveys.

Strategy 1:

Budget Allocation Plan - Budget services and the chief of staff will work with school leaders and the board to develop a per pupil allocation, based on the state class size formula, that contains minimum expectations for staffing for each school, within the district budget.

District departments will go through a comprehensive budget review to identify funding areas that can be reduced or eliminated to redirect additional funding back to schools.

Principal focus groups and associations will provide further feedback on the draft allocation plan and after the allocation plan has been administered.

Research Cited: Duncan and Murnane (2011) have found that inconsistency in funding adds to the inequitable performance for students in lower socio-economic areas.

Coley and Baker (2013) found that funding cuts and budget changes have the most negative effects on children from poverty.

Activity - Create Budget Allocation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a budget allocation plan to ensure appropriate and equitable funding for all of the district schools Schools: All Schools	Policy and Process	02/03/2014	10/02/2015	\$0	No Funding Required	Budget Services Chief of Staff Principals Superintendent

Measurable Objective 2:

collaborate to stabilize principal assignments by 09/01/2015 as measured by reviewing the number of principal changes annually.

Strategy 1:

Principal Stabilization - Principal assignments will be reviewed annually. When a principal change is anticipated because of retirement or promotion, the principal successor will be placed in the school with the current principal to aid in transition. Stakeholders will be included in the identification of attributes needed for success in each of the schools, in those instances where a principal change is needed.

Research Cited: Branch, Hanushek, and Rivkin (2013) found that an effective principal can make a positive impact on student achievement.

Activity - Principal Assignment Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Accreditation Progress Report

Duval County School District

Senior leadership review of school needs and principal leadership changes on an annual basis.	Recruitment and Retention	02/02/2015	08/28/2015	\$0	No Funding Required	Superintendent Chief of Staff Chief of Schools Regional Superintendents
Schools: All Schools						

Improvement Priority 2

Statement:

Develop a formal quality assurance review process to monitor and ensure that all schools in the system meet the AdvancED Standards for Quality Schools.

Description:

Evidence from school system documents, school self-assessments and improvement plans, and interviews revealed that no formal process exists for ensuring that all schools are meeting the AdvancED Standards as required by AdvancED School Systems Assurance #6. Many school personnel reported only one or two persons from their school were involved in completion of the school's self assessment and other documentation required for the Internal and External Reviews. It appeared that some personnel regarded the AdvancED process as a compliance checklist instead of an organizational improvement tool.

Comprehensive oversight of schools, as required by AdvancED School System Accreditation, ensures the school system that all of its schools are implementing continuous improvement efforts focused on operational effectiveness and student achievement.

Institution Response

Progress Status:

Implemented

Response:

Under the leadership of the current superintendent, the district has developed a structured Quality Assurance process through the implementation of an annual Strategic Plan. This plan includes initiatives, projects, and departmental targets, each assigned a district administrator to lead the work. All of the major initiatives within the district are included in the Strategic Plan, and progress is monitored quarterly. This year, outcomes from the Strategic Plan will be tied directly to district administrators' evaluations, just as school-based staff are responsible for their class and school achievement results. In addition, each district department has developed a plan, outlining major initiatives, projects, and targets, as well as providing an annual update of progress on the previous year's departmental outcomes.

Each school within the district creates a School Improvement Plan, which is reviewed by a peer and their Regional Superintendent, to ensure that the plan is in line with the needs of the school. A Midyear Stakeholder's Meeting is publicly noticed and held at each school to review the School Improvement Plan, as well as strides

the school has made in implementing the plan. In addition, schools are visited by district staff, including content directors and instructional specialists, for the Instructional Review process. In these visits, classrooms are visited and data reviewed to check progress and work on next steps.

Schools have a variety of data at their disposal to aid in making instructional decisions. Each year, students in grades 5-12 participate in the Gallup Student Poll, which provides participating schools an index for the engagement of their students. All of our schools participate in this poll, and as a district, we have a student participation rate of over 80% for students in the eligible grades. Students also participate in the Youth Risk Behavior Survey, in which students self-report their level of protective factors, as well as risky behaviors.

All district employees participate in the Gallup Q12 Employee Survey, which provides an index regarding the number of employees who are actively engaged in their work. School-based instructional staff also participate in The New Teacher Project Insight Survey, which contains both national and district-specific questions regarding the satisfaction of their work.

Last year, the district implemented a pilot “Secret Shopper” program with 40 of our schools. This program was designed to provide feedback to school leadership teams regarding outside perceptions of their schools. This year, the pilot was expanded to include all schools, with each school being visited twice throughout the year. In this program, parent stakeholders visit schools as a potential “customer” of the school. They note the parking, signage, and the security of the building. Using a rubric, the parents rate the school on the welcome they receive as well as the quality of information, among other things. All of the notes are recorded after the visit and entered into an online system. After each cycle, district administrators generate a feedback form, which is provided to the school leadership. The results from the visits are intended to provide a snapshot of the school, and are formative in nature rather than evaluative.

To further develop a formal quality assurance review process, the district has developed an annual accreditation simulation. In this simulation, school-based leadership teams complete the Self-Assessment, using the AdvancED Indicators. Those Self-Assessments are provided to the Peer Review Teams. The Peer Review Teams, consisting of district administrators and instructional specialists, visit randomly selected schools. During the visits, they interview the principal, meet with leadership teams and students, and observe classrooms using the ELEOT. After the visit, they validate the school’s Self-Assessment. The results from the SAs and ELEOTs are compiled to develop a snapshot of the district, which will be used to plan for improvement each year. The first cycle of the process was conducted in April, 2016, and will become part of our annual district improvement process. Additionally, we are developing a district simulation, in which district administrators are also interviewed to assess their readiness for a district peer review visit.

Attachments:

Management Oversight Calendar

Accreditation Simulation Activity

Secret Shopper Practice Visit

Secret Shopper Principal Email Text

AdvancED Simulation Activity Principal

AdvancED Simulation Activity Team Instructions

Accreditation Progress Report

Duval County School District

TNTP Insight School Sorter
AdvancED Simulation Self-Assessment
Secret Shopper Information
Accreditation Simulation Information
Q12 Gallup Employee Survey
Parent Climate Survey
Accreditation Simulation Training Presentation

Reviewer Response

Status:

Accept

Response:

After reviewing the system's response, AdvancED concurs with the system's assessment that this recommendation has been completed. The system has taken the necessary steps to address the recommendation made by the External Review team. The system is encouraged to monitor its ongoing activities to ensure that the actions taken to address this recommendation are sustained over time.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Duval County public schools will develop a formal quality assurance review process to ensure that all district schools meet the AdvancED Standards for Quality Schools.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Duval County public schools will develop a formal quality assurance review process to ensure that all district schools meet the AdvancED Standards for Quality Schools.

Measurable Objective 1:

collaborate to develop a formal quality assurance review process by 04/29/2016 as measured by an increase in indicator scores on the accreditation simulation annual review.

Strategy 1:

Accreditation Simulation Process - The concept for the Accreditation Simulation Activity was developed in concert with the preparation of the Accreditation Progress Report for AdvancED as part of our continuous improvement process. In these visits, a sample of randomly selected schools will simulate the Peer Review Team visits to assess our district readiness and to identify general areas in need of improvement. This process was not developed to assess any one particular school, but instead to find those general areas in need of improvement to benefit the district as a whole. This will allow us ample time to continue to strengthen those things that are going well, examine the data for areas in need of improvement, and validate our progress report.

District staff and school principals will be selected for participation. Prior to the school visits, each administrator will participate in a training session to become familiar with the instruments used and to prepare for the visit. In addition, principals of the randomly selected sites will be provided with training to assist in completing the Self-Assessment, and to become more familiar with the ELEOT. The teacher's union will also be notified of the upcoming classroom visits.

During the school visits, the team will meet with the school principal, interview the leadership team, meet with a group of students from the school, and visit classrooms. After the visit, the team will review the SA and make their determinations on each of the indicators. All of the individual school SAs and ELEOTs will be submitted to create a snapshot of the district as a whole. From that snapshot, we will develop priorities for improvement for the next year.

Research Cited: Each of the standards and indicators used in the AdvancED process are research-based.

Activity - Accreditation Simulation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The concept for the Accreditation Simulation Activity was developed in concert with the preparation of the Accreditation Progress Report for AdvancED as part of our continuous improvement process. In these visits, a sample of randomly selected schools will simulate the Peer Review Team visits to assess our district readiness and to identify general areas in need of improvement. Schools: All Schools	Policy and Process, Professional Learning	02/01/2016	04/29/2016	\$0	No Funding Required	Superintendent; Assistant Superintendent of Strategic Planning; Chief of Schools

Improvement Priority 3

Statement:

Ensure that all students are well known by at least one adult advocate who supports each student's educational experiences, and that advocacy structures allow sustained, long-term interaction between students, school personnel, and partnering organizations, and are extended to all students. Monitor the fidelity of implementation to ensure that advocacy processes and programs are consistently provided across all schools.

Description:

Interviews and artifacts showed that partnerships with industry partners, philanthropists, community and faith based organizations, Teach for America, City Year, Diplomas Now, Big Brothers and Big Sisters, Take Stock in Children, and the Achievers in Life organizations had been developed by the system to increase adult advocacy that supports all students' social, behavioral, and academic growth. Other evidence indicated that through the Parent Academy and the Title I Parental Involvement Centers, the system had increased parent and caregiver advocacy with the tools necessary to supports students' social, behavioral, and academic growth. Additional evidence of the system's efforts to support students' educational experience included extended learning programs, teacher support services, onsite provisioning of social services, parent and community learning events, restorative justice, behavioral and social interventions in lieu of suspensions, and continuous root cause analysis and troubleshooting of social, behavioral, and academic issues. While it is laudable to have a significant number of partnerships engaged in programs that relate to student support, and in some instances advocacy, the team found no evidence of a systemic program being implemented that meets the intent of AdvancED Indicator 3.9.

The system's mission statement, "Every School. Every Classroom. Every Student. Every Day." provides a compelling rationale for the advocacy of all students. Advocacy must permeate across all schools and students. In this instance, advocacy refers to the conscious, ongoing relationship of at least one internal system stakeholder for every student.

Indicator 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.

Institution Response

Progress Status:

Plan Created

Response:

The district has implemented a tiered approach to student support, based on level and intensity of student need, to ensure that all students are well known by at least one adult at the school. Although the plan is in process, the district understands that there is still work to be done in this area. To date, significant strides have been made in providing wrap around supports for our students.

In this plan, supports are tiered, based on individual student need.

- Tier 1: Includes universal academic and behavioral supports to effectively address the needs of all students
- Tier 2: Supplemental supports and targeted intervention intended for students with identified needs
- Tier 3: Intensive and individualized behavioral and/or academic supports designed for students with the most severe needs

Our district has implemented a number of Tier 1 strategies to provide additional support for all students. For example, the district has a low teacher to student ratio in core academic areas. Elective offerings have been bolstered, particularly in art and music, which tend to foster closer teacher interaction with some students. School counselor positions have been restored at all schools, after being greatly reduced during drastic budget reductions nearly a decade ago. Our program model for psychologists and social workers supporting students with disabilities shifted from contracted services to full-time employees to strengthen the relationships with students and schools. The district also developed a “Dean” position to support student services, with an emphasis on positive behavior supports. Deans in select schools are now piloting the HERO program, which is a school-wide program that incentivizes positive student behaviors. To improve officer-student interaction, our School Resource Officers now provide educational programming such as Eddie Eagle Gun Safety Program, Cyber-Bullying Prevention, and Safe Driving Campaigns. The district has also implemented positive behavior supports and restorative justice programs district-wide.

Finally, the district is in the process of providing Mental Health First Aid Training to all district employees. In this training, staff learn to recognize signs of addiction and mental illness in students, understand the impact of mental and substance use disorders, and are provided with information about local resources to assist students developing a mental illness or who are currently in crisis.

The district has also implemented a number of Tier 2 supports for our students. We have contracted with City Year to provide mentors and AmeriCorps tutors in a number of our schools. Other mentoring initiatives include partnerships with Big Brothers/Big Sisters and a middle school program that pairs district administrators with middle school students in need of adult support. Recent mentoring initiatives that specifically target at-risk African American males include 5,000 Role Models and Young Guns.

Communities in Schools offers a Student Enrichment Program at several of our secondary schools, providing case management and support to identified students within the school. Through a partnership with United Way, 12 of our middle schools offer Achievers for Life, which is a program designed to provide family support,

mentors, and assistance for students at school, as well as enhance parent engagement in their child's education.

The district continues to work on intensifying our Tier 3 supports. We have increased the number of social workers to assist pregnant and parenting teens, students experiencing homelessness, and children in foster care. Social workers also provide case management for students with disabilities. Rather than contracting behavior interventionist services from local agencies, the district has moved to hiring our own behavior interventionist support staff. This has proven to have several benefits. These professionals are now considered part of the school staff, and as a result, there is less turnover. It also provides for greater control over where personnel are assigned. Most importantly, students experience the consistency of care provided by a stable DCPS employee, rather than contracted hourly services through a vendor.

The GRASP Academy is a dedicated school that was recently launched to provide specialized instruction for students with signs of dyslexia, dyscalculia, and/or dysgraphia. GRASP utilizes multi-sensory learning environments, prescriptive intervention, and hands-on lessons to engage their students. In this smaller learning environment, teachers and administrators have a greater opportunity to engage with students and their families, providing both targeted instruction and family supports.

In collaboration with several community partners, including Jacksonville Children's Commission, United Way of Northeast Florida, and The Children's Home Society, the district has launched a redesign of our current Full Service Schools program. Full Service Schools connects students and their families to a range of therapeutic, health, and social services that address the non-academic barriers to success in school. In the redesigned model, called Full Service Schools PLUS, case management and support is provided directly at the school site, rather than through referrals to hubs, with the intent of increasing the number of referrals and follow-up services provided to students and their families.

In the area of behavioral health, our Alternative Schools have been redesigned to provide additional wraparound services for students assigned there for serious violations of the Student Code of Conduct. The Non-Violence Project (NVP) is a middle school initiative that aims to serve 5,000 students over a five year period. Students are identified for the program based on poor attendance, academic frustration, and behavioral challenges. Strategies employed in NVP include year-round mentoring sessions and group counseling. A school-based mental health counselor leads social skills and peer support groups, as well as providing intervention/prevention curriculum strategies for students both during and after school.

Project Safe Students in Schools is an early intervention program implemented in partnership with the Jacksonville Sheriff's Office. In this program, up to five students per school are identified monthly based on disciplinary criteria and are provided with weekly individualized support and mentoring by our School Resource Officers. This program has proven to be very successful in reducing repeated offenses and improving relationships between students and our school officers.

Although much has been done to ensure that all students are well-known by at least one adult, the district continues to work with individual schools to improve in this area.

Attachments:

Accreditation Progress Report

Duval County School District

Full Service Schools PLUS
Full Service Schools PLUS Survey
DCPS Mentoring Guidelines
5000 Role Models Itinerary
Employee Mentor MOU
My Brother's Keeper Mentor Overview
Children's Home Society Community School
STRIVE/AWARE Summer PD Schedule
STRIVE/AWARE Week Attendance
Volunteer Mentor Pre-Enrollment Document
Ft Caroline JU Mentoring Initiative
Gallup Student Poll

Reviewer Response

Status:

Accept

Response:

The system has successfully addressed the recommendation of the External Review team. As detailed in the system's response, the system has implemented a range of strategies that attend to the areas noted in the ER team's recommendation. The system is encouraged to embed and sustain these strategies to ensure continued results.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	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.	<ul style="list-style-type: none">APR	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in Duval County Public Schools will be well known by at least one adult advocate who supports the success of the student.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000000

Goal 1: All students in Duval County Public Schools will be well known by at least one adult advocate who supports the success of the student.

Measurable Objective 1:

collaborate to create an advocacy structure to allow long-term interaction between students and adult advocates for all students by 06/01/2017 as measured by program participation of mentoring initiatives.

Strategy 1:

Development of Mentoring Initiatives - Opportunities for student mentoring will be developed within schools, with district personnel, and partnering agencies.

Research Cited: Research shows mentoring is positively correlated with improved school attendance, improved performance, better peer relationships, and reduced use of alcohol and drugs (Tierney and Grossman, 1995).

Activity - Development of Mentoring Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and actively recruit mentors for students Schools: All Schools	Academic Support Program, Behavioral Support Program	07/01/2014	06/30/2017	\$1000000	District Funding	Safe and Healthy School district instructional specialists Executive Director of Student Support Services Chief of Schools

Improvement Priority 4

Statement:

Evaluate the quality of the current delivery of the district curriculum and employ systemic strategies that will ensure fidelity of curriculum implementation across all schools.

Description:

Artifact review and central office interviews provided evidence that the system had recently created Curriculum Guides (CGs) and Curriculum Guide Assessments (CGAs) directly aligned to the curriculum. Curricular areas that were not driven by state standards or end of course assessments had not yet been fully developed. During interviews, some building personnel could not clearly articulate district expectations for implementing the curriculum. Observations conducted by the External Review Team throughout the system indicated that the level of delivery of the curriculum varied greatly from building to building, and even within buildings. Although strategies to monitor individual teacher instruction were found, no clear process for overseeing the implementation of the new curriculum was evident. Staff reported that CGA results were used to evaluate curriculum and instruction on a short term basis and inform development of next steps by coaches and specialists at the system level. Examination of student performance data indicated inconsistent growth and, in some areas, gaps were increasing among subgroups. These data suggested that the curriculum delivery was not equitable and not providing challenging learning experiences for all students.

Ensuring that the curriculum is implemented with fidelity system-wide provides equity in access to learning experiences for all students.

Indicator 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.

Institution Response

Progress Status:

Implemented

Response:

The district has implemented a number of systemic strategies to ensure fidelity of curriculum implementation across all schools. These strategies include professional development, instructional supports, and regular monitoring.

Each year, the district hosts the Summer Teacher's Academy, to provide professional development to our teachers. Any curriculum updates, changes in instructional delivery, or additional resource materials are provided over the summer, to allow teachers to better plan and prepare for the upcoming school year. This training is repeated at the beginning of the school year, to provide additional opportunities for new-hires and those unable to attend during the summer months.

During the school year, professional development is provided to our school-based coaches, so they can better support teaching and learning at their individual sites. In addition, district level instructional coaches are assigned a group of schools to support throughout the year. Each of the district academic directors prepares a weekly "Monday Morning Message" which is distributed over the weekend, to provide guidance to teachers in each subject area and grade level regarding academic standards for the week, curriculum pacing expectations, and timely instructional tips. Grade level planning and common planning for subject areas has continued and expanded to allow for ongoing learning at school level PLCs. The Curriculum and Instruction department has established district-wide assessments in all core academic areas as a means to measure and compare student achievement and growth on established standards and expectations.

The district has also realigned to better support principals and monitor instruction in our schools. Each summer all of our principals participate in a Principal's Institute, with a focus on instructional improvement. In addition, the principal and assistant principal programs have been revamped to be better aligned with the expectations in the schools.

The Chief of Schools has established Pillars of Excellence, which are solidified guideposts for learning and used to tailor training throughout the district. Our schools are now clustered by level and led by a regional superintendent with proven experience and success in that area. In addition, the ratio of schools to principal supervisor has been lowered through the addition of several region superintendent positions. This allows those district leaders to spend more of their time in schools coaching principals and assisting with the guidance of their leadership staff. The region superintendents work closely with Curriculum and Instruction, to ensure that they are all providing the same information to their schools. Along with the support, the principal evaluation tool has been realigned to the standards in the principal professional development.

Principal meetings now include "Roundings," which are opportunities for principals to visit other schools in their region, observe instructional practices, and debrief with district instructional staff. Curriculum directors and instructional specialists also participate in Instructional Review visits to each of our schools. In these visits, the district coaches visit classrooms, review lesson plans, analyze student work products, and provide feedback intended to improve student learning. Instructional reviews are conducted at the school sites to monitor the implementation of instructional norms. Teacher feedback is routinely garnered to gauge teacher voice and input through The New Teacher Project Insight Culture Survey and the Gallup Q12 employee survey.

Attachments:

Accreditation Progress Report

Duval County School District

Sample Monday Morning Message
Duval Assessments
Instructional Materials Adoption Feb 2015
Comparative Analysis 2014-2015
DCPS Elementary Principal Meeting Agenda
Pillars of Excellence 2.0
Elementary School Power Point Template
Instructional Review Agenda
Instructional Review Schedule
Principal Meeting January 2016
Instructional Review Action Plan Secondary

Reviewer Response

Status:

Accept

Response:

The system has successfully addressed the recommendation of the External Review team. As detailed in the system's response, the system has implemented a range of strategies that attend to the areas noted in the ER team's recommendation. The system is encouraged to embed and sustain these strategies to ensure continued results.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	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.	<ul style="list-style-type: none">APR	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Duval County Public Schools will provide equitable and challenging learning opportunities for all students to develop the skills needed to succeed in school and in life.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Duval County Public Schools will provide equitable and challenging learning opportunities for all students to develop the skills needed to succeed in school and in life.

Measurable Objective 1:

increase student growth by employing systemic strategies that ensure fidelity of curriculum implementation across all schools by 12/18/2015 as measured by Instructional Reviews and ongoing monitoring.

Strategy 1:

Ensuring Fidelity of Curriculum Implementation - The curriculum frameworks will be reviewed and updated. Any curriculum revisions will be made. Teachers will be provided with professional development in using the frameworks. A just-in-time Weekly Monday Morning Message will be sent out to each of the content area teachers at each grade level, to provide guidance to teachers regarding pacing expectations, academic standards and timely instructional tips. District-wide assessments will be reviewed to ensure alignment with the curriculum and the state expectations.

Principals will participate in "Roundings" visits to other schools in their region to observe instructional practice and debrief with district staff.

Monitoring will be done through Instructional Reviews of schools, and will include content directors, district instructional specialists, and senior staff.

Research Cited: Squires (2012) found a positive impact when the taught curriculum, the tested curriculum, and the written curriculum were all in alignment.

Activity - Instructional Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District based content directors, instructional specialists, and senior staff review each school through classroom visits and interviews with school leadership teams. Schools: All Schools	Professional Learning	08/18/2014	04/29/2016	\$0	No Funding Required	Senior staff; Content directors; Instructional specialists

Improvement Priority 5

Statement:

Implement and monitor a process through which all board policies are regularly reviewed and revised.

Description:

Upon review of the system's school board policies, the team noted that a significant number of policies had not been reviewed or revised in over five years. Of particular concern to the team were policies such as 1.30, which did not align with vocabulary used in current Florida statute. Board members and district staff reported there was a small committee of board members and district staff tasked with revision of certain areas within existing policies and procedures; however, there was no evidence of a comprehensive effort or process to maintain and keep policies and procedures up to date.

School Board policies provide the foundation for the work in the district, persevering in the face of change to support system stability, efficiency and effectiveness. In order for the governing body to function as a cohesive unit for the benefit of effective system operation, the policies must reflect current laws, regulations, and initiatives.

Indicator 2.2

The governing body operates responsibly and functions effectively.

Institution Response

Progress Status:

Implemented

Response:

Shortly after the external review visit by AdvancEd, the Duval County School Board embarked on a comprehensive review of all Board policies. This initial review took more than a year to complete, and has culminated in a review of the vision and mission for the district, along with a Theory of Action and the development of management oversight goals to provide direction for the district. At this time, 99 policies have been changed, added or eliminated as a result of this process.

In this review process, the Board appointed a four-member subcommittee that met with district staff on a monthly basis to review recommended changes and updates to the board policy manual. These meetings were open to all board members to attend and were publicly noticed so members of the media and community stakeholders were invited to attend.

Each month, the subcommittee would review one of the ten chapters of the policy manual. Prior to each subcommittee meeting, district staff from all departments reviewed existing policies in the designated chapter for currency, inconsistencies, and compliance with current laws and State School Board Rules. During the subcommittee meetings, board members met with district staff to review recommended changes, provide input regarding those changes, and recommended additional language for consideration.

After each subcommittee, the draft policy recommendations were presented to the full board in an agenda review workshop. At these workshops, board members were able to discuss proposed revisions, provide additional input and recommendations, and ensure that all stakeholders had an opportunity to be informed of and provide input regarding the proposed changes.

With each proposed policy change, a public hearing was held. After the minimum 28-day posting, a hearing was held at a publicly-noticed board meeting. Proposed changes were available for review and the public was permitted to provide comments and input. Finally, the revisions were posted on the agenda for final approval. The revised policies were available online with strikethrough language, so that the changes were easy to review. Paper copies were provided at the board meeting, upon request. All of the Board meetings are streamed online, so that those not able to attend can follow the progress of the revisions.

Once the policy revisions were formally approved, the newly revised policies were posted on the district website. Changes that directly affected schools were also communicated to school-based administrators via the Weekly Briefing System. The Board elected to review Chapter 1, concerning the district mission and vision, and the Board Oversight policies in Chapter 2, as a full board, rather than in subcommittee, as this is the foundation on which the other policies are based. The board has contracted with an external facilitator to lead them through their Theory of Change/Action and review of the current vision and mission statements.

In conjunction with this comprehensive review, the board also noted any reports required by policy and created an "Oversight Management Calendar" to better track and manage these requirements. Built into the calendar are mandatory policy reviews by which every chapter of policy is reviewed on a two-year cycle.

District staff are currently working with Instructional Technology to develop an online system for calendaring and storing digital copies of all the required reports and plans indicated in the Oversight Management Calendar. Other improvements being planned are improving access and search capabilities of district policies on the DCPS website.

Attachments:

Board Agendas & Minutes
Board Agenda Policy Changes
Management Oversight Calendar

Reviewer Response

Status:

Accept

Response:

AdvancED commends the system for the steps it has taken to address the recommendation of the External Review team. As outlined in the system's response, the system has demonstrated its ability to effectively mobilize its efforts to respond to external direction for the benefit of the system and its students. AdvancED concurs that this recommendation has been completed and encourages the system to continue its work in this area.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none">APR	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Comprehensive Policy Review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Comprehensive Policy Review

Measurable Objective 1:

collaborate to establish and maintain policies and practices that ensure effective administration of district schools by 12/18/2015 as measured by the completion of a comprehensive review of all district policies.

Strategy 1:

Policy Review - A review process will be established to review all current policies to ensure alignment with current practices and state and federal rules and laws. After the initial comprehensive review, a process will be established to ensure all policies are reviewed in a regular cycle. In addition, a calendar of deliverables per board policy will be established to monitor compliance with all reports, reviews, plans, and other mandatory reporting required by policy.

Research Cited: Waters and Marzano (2006) identified leadership practices that are correlated with student achievement, including board alignment with district goals and establishing a collaborative process to set goals.

In case studies, Togneri and Anderson (2003) found that high-achieving districts had school boards that adopted policies to support specific goals set by the district.

Activity - District Staff Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff reviews each chapter of policy for any recommended changes to present to the Board Policy Review Subcommittee. Schools: All Schools	Policy and Process	08/01/2014	12/18/2015	\$0	No Funding Required	District academic directors, executive directors for each of the policy review areas, cabinet level staff

Improvement Priority 6

Statement:

Initiate a comprehensive process to ensure that the district's grading and reporting policies, processes and procedures are implemented with fidelity throughout the system.

Description:

Review of artifacts provided evidence that the district had a grading scale with descriptors found in the Pupil Progression Plan. Additionally, there was a format to develop Grading Guidelines for each school with the principal's approval. However, there was little evidence of clearly define criteria to support the grading scale.

Interviews with stakeholders and review of artifacts provided evidence that while there is a district grading policy, it lacks clearly defined criteria. The team found this policy was not being implemented across the system and there was little evidence of how the policy was being communicated to stakeholders. Interviews with stakeholders suggested that there were inconsistent grading policies at individual school sites.

A comprehensive process that is supported, monitored and evaluated by the district will help to ensure that all teachers across the system are consistently using common grading and reporting policies, processes and procedures. The proposed Grading Guidelines will lead the system in the process of developing clearly defined criteria that represents the attainment of content knowledge and skills.

Indicator 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.

Institution Response

Progress Status:

Plan Created

Response:

The district has a comprehensive process to ensure that the grading policies, processes, and procedures are implemented consistently across all of our schools. The DCPS Board reviews all policies, including those concerning grading policies, on a two-year cycle. In addition, the Student Progression Plan, which contains specific grading, promotion, and graduation criteria, is reviewed annually by a representative stakeholder group, made available for public inspection, vetted through an open public hearing, and approved by the Board. All substantive changes to the Student Progression Plan are communicated to schools, parents, and students through digital media, in writing, and in school meetings.

The Chief of Schools communicates with principals regarding expectations for grading at the beginning of each school year. Instructional staff at each school site are provided with handbooks that include the district grading criteria and expectations. Principals meet with teachers quarterly to review grades and have conversations about any inconsistencies that may exist. In addition, course grades are compared with standardized assessments to look for trends in over-grading or under-grading.

All instructional and administrative staff have access to data analysis tools through FOCUS and Performance Matters, which provides a range of profiles by student, class, teacher, course, school, and district performance. Professional development is provided throughout the school year, geared toward a variety of intended audiences and user ability. Use of these tools is also embedded in school-based professional development provided through Professional Learning Communities, coaching sessions, and Early Release trainings.

The use of common assessments also provides an avenue for ensuring consistency in grading. Common assessments the district currently administers includes Achieve, iReady, mini-assessments, mid-year assessments and district-developed End of Course Exams. The district also participates in all state End of Course exams, as required by statute, which have also have a standardized method of determining proficiency.

To further ensure that our grading and reporting procedures are implemented with fidelity, the district implements the Instructional Materials Evaluation Tool (IMET). This is used for selecting up to date and highly aligned core. One of the non-negotiables in the IMET process is alignment. This is accomplished through assessment of student work, cross classroom visits, and cross school visits.

The district is currently in the process of developing a standards-based report card, based on a highly aligned core curriculum. Although the process has started, the district has experienced challenges in gaining buy-in from the teacher's union. Because teachers are in integral part of the process, it is imperative for the district to be inclusive in the development of these new grading procedures. District staff will continue to work with the teacher's union, and we remain confident that we will be able to come to an agreement that will provide more consistent feedback of progress for students and their families.

Attachments:

DCPS Grading Policy 4.80

Student Progression Plan Major Changes 1415

Student Progression Plan July 2014 Board Agenda Item

FOCUS Grades

Reviewer Response

Status:

Accept

Response:

AdvancED concurs with the system's assessment that this recommendation has been completed. The system has taken the necessary steps to address the recommendation made by the External Review team. The system is encouraged to monitor its ongoing activities to ensure that the actions taken to address this recommendation are sustained over time.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	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.	<ul style="list-style-type: none">APR	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Duval County Public Schools will develop a grading and reporting process based on clearly defined criteria based on content knowledge and skills across grade levels and courses.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Duval County Public Schools will develop a grading and reporting process based on clearly defined criteria based on content knowledge and skills across grade levels and courses.

Measurable Objective 1:

collaborate to develop a consistent and fair grading and reporting process by 06/30/2017 as measured by degree of implementation of the process.

Strategy 1:

Comprehensive Grading and Reporting Policy - The Student Progression Plan will be updated to reflect more consistent grading and reporting policies that are based on standards established by the state and district, and uniformly administered throughout the district.

Research Cited: A case study by Cox (2011) found that creating course-alike grading systems resulted in more uniformity in grading across classrooms.

Activity - Update the Grading Procedures in the Student Progression Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a new process for student grades in the Student Progression Plan that is consistently implemented and aligned to the core curriculum. Schools: All Schools	Policy and Process	01/01/2014	12/29/2017	\$0	No Funding Required	Superintendent; Duval Teachers United (union); Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Assessment and Accountability