



Accreditation Report

Brevard County School District

Dr. Desmond Blackburn, Superintendent
2700 Judge Fran Jamieson Way
Viera, FL 32940-6699

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Executive Summary

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?

Brevard Public Schools is the 47th largest district in the U.S. and the 10th largest district in Florida. As the largest employer in Brevard County, BPS employs approximately 9,000 staff members serving over 73,000 students annually. With 82 schools, 20 special centers, and 10 charter schools, the district educates its students in 17 different municipalities across the Space Coast of East Central Florida.

The appointment of a new school superintendent in June 2015 represents the most significant change in the school system's recent history. Dr. Desmond Blackburn officially began his work as the new superintendent this past July. During his first six months in Brevard, Dr. Blackburn has spent a great deal of his time meeting with stakeholders representing a broad spectrum of school system and community members. The information gathered through these meetings was formally presented by the superintendent to the school board and community at large during a special meeting in December 2015.

During the past five years, the system took necessary steps to reduce spending in several areas to compensate for anticipated budget shortfalls. Some of the most impactful budget cuts included closing four schools and no pay increases for employees for four years. Although these cost-saving measures, along with other significant budget cuts required the district to become exceptionally lean and continue doing more with less, the focus on the most important work of the district, educating all students to their highest potential, remained as the priority.

The county the school system serves is beginning to show signs of positively recovering from the impact of the shuttle program ending and the downturn in the housing market. The unemployment rate for Brevard County has shown a steady decline from a high of 11.8% in November 2010 to the latest reported rate of 5.2% in November 2015. Although the unemployment rate for the county at large has significantly declined, Brevard Public Schools continues to see an increase in the number of students living in poverty. The area has not quite fully recovered the higher paying jobs lost when the space shuttle program closed.

During the past three years, the system has seen an increase in the poverty rate from 46.95% in 2012-13 to 51.76% in 2014-15. The change in poverty rate is a significant factor that has impacted the school system during the past several years. The increase in the number of students living in poverty presents additional challenges for schools that may not be accustomed to working with large numbers of students from this sub-population. Although the number of traditional public schools receiving Title I services and funding has remained constant at approximately 33, the cut-off for Title I eligibility has continued to rise to meet the increasing numbers of children qualifying for the federal lunch program at these schools. The poverty level cut-off to qualify a school for Title I services was 55% in 2013-14 and increased to 60% in 2015-16. Until this year, the Title I cut-off for secondary schools has been 75%; however, that was decreased to 73% this year to include the system's highest poverty secondary school, Cocoa High, in the program. All of the schools in the Cocoa High feeder chain qualify for Title I, so the prudent action to take was to include the school which serves a 7th through 12th grade population. Continued support for students using Title I funding and other resources designed to provide assistance to the most at-risk population is necessary to ensure all students are achieving at desired levels of performance.

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.

Vision : Brevard public Schools will serve our community and enhance students' lives by delivering the highest quality education in a culture of dedication, collaboration, and learning.

Mission: Our mission to serve every student with excellence as the standard.

The vision combined with our mission provides the framework for the focus of the work of the district, and is embodied in the system's Operational Beliefs.

Operational Beliefs

1. Have a passionate commitment to high standards and student success.
2. Have a professional teaching culture marked by shared purpose, collaboration, innovative spirit, and continual learning.
3. Revere data that provide feedback to students, inform programmatic and instructional decisions, and support focused intervention efforts.
4. Build relationships among adults and students - anchored in caring and trust and fueled by the mission of student success.
5. Commit to relentless pursuit of teaching methodologies that foster student engagement, critical thinking, self-efficacy, and content mastery.
6. Let compassion, conviction, and intense dedication to the mission of teaching and learning stand as the trademark of our work.
7. Have zero tolerance for destructive negativism.
8. Constantly connect people to the nobility of our mission.

Strategic Plan Goals

The current system strategic plan includes goals for student achievement, for a safe, healthy, and productive work and learning environment, a capable and engaged workforce, and for fiscal responsibility and organizational effectiveness. Under each goal there are three to four operational expectations, followed by outcome indicators, which outline the scope of the work to be accomplished.

Program Offerings and Expectations for Students

Brevard Public Schools continues to strive for increased student achievement by offering a comprehensive and rigorous Pre-K-12 curriculum designed to meet the needs of all students. This comprehensive curriculum includes both core and specialized programs and services and is aligned with state standards. Highlights of the educational opportunities offered to students are as follows:

- Prekindergarten program - Provides over 1400 children with a high quality preschool program, including 624 Head Start slots dedicated to serving three and four-year-old children from the most financially disadvantaged homes. The remaining prekindergarten classroom slots are operated as part of the state voluntary prekindergarten (VPK) program with the majority of those classes being located in the system's highest poverty schools.
- Basic Instructional Program - Provides educational instruction in accordance with the Florida Standards
- Exceptional student services - Provides targeted academic instruction in the least restrictive environment.
- Gifted/Accelerated Program - Programs to challenge our most talented students.
- CHOICE Program - Enables parents to choose the educational setting for their child(ren) from the following options: magnet schools, charter schools, virtual schools, academies/specialized programs, and home school.

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- Career and Technical Education Programs - Career Academies and specialized programs assist students in transitioning from school to work with certification or from school to a higher education program.
- 9th Grade Houses - Assists students in the transition from 8th to 9th grade in order to maximize success.
- Student Parent Program - Educates teenage parents and their babies so that students will not lose the continuity of services in the educational setting.
- School Age Child Care - Provides a safe before-after school setting for students.
- Adult Education Programs - Provides instruction for students age 16 years and older outside the traditional school setting.

Brevard Public Schools offers a myriad of program options for students. At the elementary level, there are three Millennium Schools of Choice, including West Melbourne School for Science, Freedom 7 School of International Studies, and R.L. Stevenson Elementary School of the Arts. Freedom 7 of International Studies offers the International Baccalaureate Primary Years Programme. AVID is offered at Golfview Elementary.

At the middle school level, there are a variety of choice programs offered to students, including the pre-AICE program, AVID, International Baccalaureate Middle Years Programme. There are two middle schools with magnet programs. Stone Middle School offers a science focus, and McNair Middle School offers a performing arts, gifted/accelerated, and math, science, and technology focuses. The remaining middle schools all offer a variety of programs to meet the needs of exceptional education students, English language learners, and basic education students, with the opportunity for students to take high school credit courses, honors courses, and remedial courses depending on individual student needs.

There are two choice secondary schools with grades seven through twelve, Edgewood and West Shore Junior/Senior High Schools. Both schools offer students fast-paced curricula, with access to accelerated, advanced placement, and dual enrollment courses. Students work toward a Diploma of Distinction, which requires additional credits for graduation and an additional year of foreign language.

High school programs consist of AICE programs at Eau Gallie, Heritage, and Rockledge High Schools; International Baccalaureate programs at Melbourne High School and Cocoa Beach Junior/Senior High School; Collegiate High School programs at all high schools with the exception of the two choice secondary schools, Edgewood and West Shore. In addition, high schools operate district-generated small learning communities. A sampling of those opportunities for students are as follows:

- Engineering Career Academy - Space Coast, Merritt Island, Bayside
- Law and Public Safety Career Academy - Rockledge, Palm Bay
- Health/Wellness/Sports Medicine Career Academy - Cocoa, Heritage
- Business and Finance career Academy - Astronaut, Viera, Melbourne
- Fine Arts Career Academy - Titusville, Merritt Island, Satellite, Eau Gallie, Bayside
- Educational Professions Career Academy - Space Coast

Additional programs and services are provided to ensure our students are ready for school each day. Title I services are provided for the 40 schools that qualify, and the services include academic support assistance and tutoring for students in these schools. The Summer Opportunities for Students (SOS) program, including third grade reading camp and course and credit make-up for students in grades 6-12, provide summer opportunities for students to enhance and develop skills introduced during the school year. The Academic Support Program, which serves students during the school year at the specific time of need, affords students the opportunity for face-to-face or online tutoring/assistance with school work or basic skills in all grades and schools.

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.

Notable Achievements and Areas of Improvement

The 2013-14 school year was the final year for the existing school grade model. Brevard received a district grade of B in 2013-14, earning 519 points (an increase of 5 points over 2013), and improved in 5 of 8 categories. Fourteen elementary, one middle, and one charter school improved their grades in 2013-14. During that year, Brevard earned 45 A's, 14 B's, and 19 C's. At the time of this writing, no school or district grades have been released for 2014-15.

Graduation rates for the 2013-2014 school year decreased by 1.6 percentage points to 85.8 percent, ranking Brevard as sixth in the state. At 0.6 percent for 2013-14, Brevard's dropout rate is tied for eleventh lowest in the State. Results for 2014-15 were not available at the time this document was published.

Brevard provides census testing for the American College Test (ACT) in the spring to all high school juniors. The results of the testing, with 5,025 students tested in 2015, indicate Brevard students, with an average composite score of 20.7, outscored the state's average composite score of 19.9. This is a significant achievement given that many school districts limit ACT testing during school to college-bound students. ACT results are used to assist high school juniors in planning coursework for their senior year.

For the eighth consecutive year, Brevard's mean scores for SAT were above the state and national averages for all subjects. The Brevard 2015 SAT mean scores are as follows: Reading (534), Math (531), and Writing (501).

Over 8,000 students have participated in the EMBARK Field Experience at Port Canaveral to date. This annual field trip provides third grade students the opportunity to visit a fully operational seaport. The EMBARK website which was created and is maintained by Brevard teachers is not only utilized by the third graders in Brevard County, but 63 other counties in Florida, 25 states in the US and over 30 countries worldwide. The website continues to provide key instruction for third graders on the topic of Port Canaveral while focusing on Next Generation Sunshine State Standards and Florida Standards in social studies, English language arts, mathematics, science and art.

Brevard Public Schools continues to partner with the following organizations for the benefit of enriched learning opportunities for students: Florida Historical Society, Moore Cultural Complex, Florida Public Archaeology Network and the Brevard Museum of History and Natural Science.

Document-Based Questioning (DBQ) continues to be a focus for fourth, fifth and sixth grade teachers. A four-course training series was developed to differentiate support for teachers in the following areas: DBQ Overview, Document Analysis, Writing in the Social Studies Classroom, and Engaging Strategies. Over 300 teachers have participated in at least one of these courses to date.

Brevard is home to 73% of the Florida Power-Library Schools awarded state-wide since the program began. Forty-three Brevard Public Schools have received the Florida Power-Library Award designation to date.

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Two of 11 schools statewide receiving the Florida Arts Model Schools (FAMS) Visual Arts designation are from the Brevard school system. Longleaf and Saturn Elementary were awarded the FAMS designation for 2015-2018 in recognition of their exemplary Visual Arts programs.

Five of the 12 schools statewide receiving the Florida Arts Model Schools (FAMS) designation for music are from the Brevard school system. Dr. Michael Miller, Principal, Saturn Elementary, is the Florida Music Educator Association's Elementary Principal of the Year.

All fourth-grade students attending a Title I school participated in Lagoon Quest, an environmental learning program. Lagoon Quest is a locally developed program that provides students with real-life experiences using the rich environmental resources of the Indian River. The program enables students to gain an appreciation and awareness of the fragile estuarine environment passing through the community and prepares students to make informed decisions that influence the quality of life in their area.

All sixth-grade students in the system are provided the opportunity to participate in Space Week, an instructional program that includes a day-long study trip to the Kennedy Space Center Visitor (KSCVC) Complex. An annual exhibition of 6th grade artwork is also displayed at the KSCVC IMAX theatre during Space Week.

Discovering Quality Literature Day is held each spring to showcase the work of the system's youngest authors. Books from students in prekindergarten through 6th grade representing every elementary and charter school in the students, are brought to the district boardroom and entered into a friendly competition. Published books are awarded Discovering Quality Literature seals and ribbons.

Each year students from Brevard Public Schools attend the Brevard Symphony Orchestra Children's Concert. Last year, a total of 6,442 fifth grade students attended this event held annually at the Maxwell King Center for the Performing Arts.

Three of the 20 Honor Choirs selected from six area counties to participate in the Disney candlelight concert are from Brevard County.

Three middle schools offer Pre-Advanced International Certificate of Education (AICE)/Cambridge programs and one middle school offers the Middle Years Programme of the International Baccalaureate (IB) Program.

Brevard Public Schools has nine AVID programs, three of which have National Demonstration status. Eau Gallie High School (EGHS) revalidated their AVID Demonstration Status. This status places the EGHS AVID Program in the top three percent in the world.

Kimberly Garton, Social Studies Teacher from Viera High School, was named the State of Florida's Social Studies Teacher of the Year. Chris Spinale, Resource Teacher for High School Social Studies, was named to the Florida Department of Education's US History EOC Item Review Committee.

Nearly 200 Career and Technical Education (CTE) labs serve over 42 different program areas in middle schools and high schools. Over 58% of secondary students were enrolled in at least one CTE course during the 2014-15 school year. Thirty-two percent of the system's 2014-2015 graduates left high school with at least one industry certification.

All six automotive service technology programs are certified through the National Automotive Technicians Education Foundation (NATEF).

Brevard Public Schools offers 23 career academies serving nearly 2,304 high school students. Four of these academies are recognized by the National Academy Foundation (NAF) as Model Academies.

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The school district has partnered with Eastern Florida State College (EFSC) to create 35 Advance Standing Credit Agreements for CTE programs leading to A.S. or certificate postsecondary programs. In 2014-2015 there were approximately 230 high school dual enrollment students eligible for college credit or career certificates through EFSC.

Two Satellite High School Automotive Service Technology students participated in the 2014 Ford AAA Student Auto Skills competition for Automotive Service Technology. One student scored first place in the written completion and together they scored fifth overall in the hands-on portion. Both students were awarded scholarships totaling \$6,000 each.

A Titusville High School Automotive Service Technology student received the Antique Automotive Club of America \$500 scholarship, as well as a 100 piece MATCO tool kit for having the highest test score on the Florida Automotive Dealership Association's Industry Exam.

An Eau Gallie High School Outboard Marine Technologies student earned a 1st place gold medal at the Skills USA national conference held in Louisville, Kentucky. In addition to a gold medal, the student also received a \$3,000 tool box from Snap-On Tools, a \$1,000 CDI Electronics Diagnostics tool kit and a full scholarship to UTI/Marine Mechanics Institute.

Aviation Maintenance Technology was been initiated at Eau Gallie High School for the 2015-2016 school year. This three course program was created in response to future local technical employment needs. Students study aviation tools, hardware, publications, history, and systems. This is a hands-on training program where students work on piston and jet engines, systems operation, and metal working. The capstone senior project will include aircraft inspection and repair, including FAA documentation and prep for CertTEC certification examination.

A Maritime Academy was initiated at Rockledge High School in response to future local employment needs at Port Canaveral.

Each system high school that has a self-contained classroom serving students with significant cognitive disabilities has at least one van available to be used for Community Based Instruction opportunities.

Off-Campus vocational training is available to every qualifying Brevard Public Schools student with intellectual disabilities through programs such as LEAP, Project SEARCH, and BRIDGES. Project SEARCH, an employment training program for students with moderate to severe disabilities, operates at three sites throughout Brevard County: Cape Canaveral Hospital, Holmes Regional Medical Center, and the City of Palm Bay. During the 2014-15 year, 100% of the Project Search students from Holmes Regional found paid employment at the end of their internship.

Brevard Public Schools employees approximately 160 Speech Language Pathologists. The majority of these professionals in Brevard Public Schools hold the Certificate of Clinical Competence (CCC) which is the highest credential considered by the American Speech Hearing Association.

Adult Education has formed a partnership with the Palm Bay Hispanic Center to offer workforce skills development, along with English language instruction at their location. In addition, the adult education program also partners with Eastern Florida State College (EFSC) to offer a workforce, iBest program, with a focus on advanced manufacturing.

The Florida State Science and Engineering Fair was held in April 2015 at the Lakeland Center. River Grace from West Shore Jr./Sr. High School was named a Best of Show winner. In addition, eight Brevard students won first place honors.

Three Brevard students earned place awards at the prestigious 2015 Intel International Science Fair. Held annually in May, the Intel ISEF

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brings together over 1,500 students from more than 70 nations to compete for scholarships and prizes.

The Broadcom Foundation and Society for Science & the Public (SSP) announced the selection of 300 semifinalists and 30 finalists in the Broadcom MASTERS™ competition. This year, seven Brevard Public Schools students were named national semifinalists, and one was selected as a national finalist, winning an all-expenses paid trip to California to compete for top prizes.

The 17th Annual Orlando Science Center (OSC) Science Challenge was held in March 2015. The OSC Science Challenge invites first place winners in the physical sciences from eight central Florida counties to compete for cash awards. Fifteen (15) awards were given overall, with eight of them awarded to Brevard Public Schools students.

Florida Art Education Association's Juried Virtual Members' Exhibition featured digital photographs by Bridget Geiger, K-12 Arts and Theatre Resource Teacher in 2015 and 2014 (Chroma Award).

Approximately 120 parent leaders representing elementary, middle and high schools came together 6 times throughout the year to share ideas, enhance leadership skills and increase BPS program awareness.

Brevard Public Schools is host to high-quality physical education programs and educators:

- Manatee Elementary received the 2014 SHAPE Florida Program Recognition Award for their outstanding physical education program.
- Ashley Riley, Central Middle School, was the 2014 SHAPE Florida Middle School Physical Education Teacher of the Year.
- Tim Powers, Eau Gallie High School, is the 2015 SHAPE Florida High School Teacher of the Year.
- Barbara Berry, Eau Gallie High School, was the 2014 SHAPE Florida and SHAPE America Southern District High School Physical Education Teacher of the Year.
- Eau Gallie High School received the 2015 SHAPE Florida Program Recognition Award for their outstanding physical education program.

Debbie Wood, Elementary Literacy Facilitator, was awarded the 2014 Just Read, Florida! Literacy Leader of the Year. Jessica Webb (Williams, Suntree Elementary Schools) was named the 2014 Elementary Literacy Coach of the Year and also serves on the board of Florida Literacy coaches Association and Florida Reading Association. Kristen Turner (Challenger 7 Elementary) was named 2015 Elementary Literacy Coach of the Year by the Florida Literacy Coaches Association.

Brevard Public Schools improved its energy performance to ENERGY STAR levels defined by the U.S. Environmental Protection Agency's (EPA's) ENERGY STAR certification program by managing energy strategically across the entire organization and making cost-effective improvements to its buildings. This year, Brevard Public Schools earned an ENERGY STAR certification for 28 of its properties.

All system employee groups received a raise in 2014, the first increase in compensation in four years. This fall, the settlement of the 2015-2016 contract between the Brevard School Board and the Brevard Federation of Teachers resulted in teachers receiving the highest salary increase in eight years. As a result of the new contract, the starting teacher salary will rank third in the Central Florida Coalition among districts with settled 2015-2016 contracts. School principals are finding it increasingly difficult to fill positions, so this salary increase will certainly make Brevard Public Schools a much more competitive school district when it comes to attracting highly qualified teachers to the system. At the time of this printing, negotiations were continuing with the support staff bargaining unit. Administrative staff received an increase in pay similar to that of the instructional/certificated personnel.

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Areas for Improvement

The current strategic plan has four goals, 72 outcomes and 305 data points to monitor. The plan is rich in targets, but the system would benefit from a strategic plan with reasonable strategies which direct system resources towards priority areas and support goal attainment. Feedback from stakeholders indicates that the system is in need of a strategic plan that is succinct, yet capable of being used to drive decision-making for the system and its schools.

During his December 2015 presentation to the community, the superintendent identified six specific themes that address the key ideas for improvement that emerged from discussions with stakeholders: 1) Governance, 2) Curriculum and Instruction, 3) Finance, 4) Facilities and Resources, 5) Employee Engagement, and 6) Community Relations. Within these themes are sub-group priorities that will be addressed in the next strategic plan. The improvement priorities for the school system during the next three years include the following areas:

Governance

- Organize and clearly define roles of the school board, superintendent, and senior staff
- Evaluate effectiveness of central office administration to execute the mission of the district (What is the efficiency of work flow between and among departments and out to schools?)

Curriculum and Instruction

- Determine impact of multiple or duplicate assessments, scheduling issues, and initiatives that demand teachers' attention, taking time away from instruction
- Increase capacity and build on the strengths of current academic programs and reduce barriers to options for students
- Focus attention on the social and emotional well-being of students by identifying existing disparities to increase equity for all students
- Focus activities of central office staff on supporting the principal of each school, enabling them to optimize service to the staff and students they serve
- Develop capacity of principals and the next level of leadership

Finance

- Transparently reflect system priorities in the financial health of the school district, demonstrating efficiency in every part of the organization without compromising service to schools
- Provide financial reporting that is clear and easily understood by all members of the community

Facilities and Resources

- Prioritize planning and use of capital investments in a manner that supports system programs and services

Employee Engagement

- Ensure the creation of a fair and equitable culture that fosters appreciation, values input and personal excellence for all 9,000 system staff members resulting in employees who become ambassadors for the school district
- Provide employee salary and benefits at optimal levels to attract and retain a quality workforce

Community Relations

- Maintain active relationships with every sector of the external community in a manner that is mutually beneficial for both the system and the community
- Execute the system proactive and reactive communication plans in a manner that is balanced and consistent with imbedded processes utilized throughout the district

The internal review conducted by stakeholders confirmed the findings communicated by the superintendent as improvement priorities to be addressed in the next strategic plan. The comprehensive work necessary to develop a new strategic plan has begun and is expected to conclude by the end of the school year.

Additional Information

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

Brevard Public Schools (BPS) was first awarded accreditation as a school district in 2005. This system-wide accreditation was renewed in 2011 and the system is currently seeking renewal for a second time. The system used a comprehensive process to conduct the self-assessment for accreditation renewal. School district stakeholders, both within and outside of the organization, were provided opportunities to participate in the activities of standards work groups for the purpose of evaluating the level of system performance in the indicators for each standard. In addition, stakeholders also provided input into identifying the strengths and opportunities for improvement as related to each indicator. A team of school principals, with the assistance of system level personnel, led the standards work groups and assisted with writing the final system accreditation report. A similar process of conducting an internal review was completed at each school site under the direction of the school principal. The system resource teacher for school improvement facilitated the work of schools in conducting their individual self-assessment and reporting the findings in ASSIST. The outcome of an in-depth study of the standards indicators and a comprehensive internal review process has resulted in an accreditation report that is truly reflective of system activities.

The appointment of a new superintendent committed to building a strategic plan purely aligned with the communicated needs and desires of the community provides the opportunity for the system to develop the goals and strategies necessary to guarantee the vision of serving ALL students with excellence as the standard. The system's commitment to a shared vision for student learning, in a culture of dedication, collaboration and learning, represents the greatest strength of the organization. With all schools and departments united through operational beliefs and a unified strategic plan, system employees and community stakeholders will be able to do the work necessary to continuously improve services for students enabling them to reach their highest potential.

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.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •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 •Communication plan to stakeholders regarding the district's purpose •-Independent audits from outside agencies -Calendars/agendas from parent leadership meetings and community forums -Superintendent search process, involved stakeholders from various groups 	Level 3

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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.	<ul style="list-style-type: none"> •Survey results •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 school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction •-Area superintendents and coordinators provide specific feedback on school improvement plan development -Annual training for school improvement plan development/requirements -Board approved school improvement plans -Required ratios for stakeholder representation on school advisory councils 	Level 3

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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.	<ul style="list-style-type: none"> •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 •Survey results •Statements or documents about ethical and professional practices •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 •-Evaluation system rubrics reflect shared values and beliefs about teaching and learning <ul style="list-style-type: none"> -Leadership Team Packet memos -Board Updates publication -Ethics Hotline available to employees 	Level 3

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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.	<ul style="list-style-type: none"> •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 •Survey results •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 •Communication plan and artifacts that show two-way communication to staff and stakeholders •The district data profile •The district strategic plan •-SIP requirements: include demographic, survey, and student performance data -Feedback to principals and teachers regarding their deliberate practice/professional development plans -School Advisory Council presentations and agendas -Continuous involvement of the area superintendent and resource teacher for school improvement in the development, implementation, and measurement phases of school improvement planning and execution 	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.

What were the areas of strength you noted?

The new superintendent, with the support of school board and leadership team members, implemented a plan to engage stakeholders in a systemic, inclusive and comprehensive process to review, revise, and communicate a new strategic plan that will include a system-wide purpose, vision, and mission for student success. Success of all students is the focus of the system-wide purpose statement and is well communicated at all levels of the organization. The process used in developing the existing purpose statement was formalized and is reviewed regularly to determine if it continues to reflect the vision and goals of the system. The current strategic plan is easily accessible on SY 2015-2016

the school district website and includes the mission, vision, operational beliefs, organizational values, strategic goals/operational expectations and outcome indicators.

The system experienced a substantial evolution in how continuous improvement activities are conducted at the school level during the past five years. School improvement planning is no longer an isolated event that only occurs at the beginning of a school year. Schools throughout the system are continuously engaged in an inclusive and comprehensive process to review, revise, and communicate a purpose for student success through a school improvement planning process. Every school receives training and support from the Office of Accountability, Testing, and Evaluation, as well as from the area superintendents and coordinators. Students, parents, employees, and community members are included in the development, implementation, and evaluation of the annual improvement plan for each school. System personnel review and provide feedback to school principals on the development and implementation of each school improvement plan. The system employs a resource teacher for school improvement who is responsible for training and supporting schools in planning for continuous improvement. The Office of Accountability, Testing, and Evaluation monitors, maintains, and communicates data about each school using a variety of means including the system's website, memos in the weekly leadership team packet and formal presentations to the school board and leadership team members.

Each school establishes an advisory council that oversees the school improvement process and implementation of the improvement plan by seeking input to help develop the goals and strategies. To systemically manage this process, Performance Matters, a sophisticated digital learning management system, now provides system personnel a means for tracking, monitoring, and entering appropriate data. Additionally this program also provides a means to create assessment tools to evaluate and refine teaching practices to increase student achievement.

The system is founded on a strong commitment to a culture based on shared values and beliefs about teaching and learning. The system supports challenging, equitable educational programs and learning experiences for all students. One of the operational beliefs is to constantly connect people to the mission, shared beliefs, and values about teaching and learning as defined in the evaluation system. The staff evaluation systems for all employees include well-defined rubrics that outline expectations for performance. Each year, the performance indicators reflected in the rubrics are reviewed and revised based on input from various employee groups. All employees are trained on the evaluation system during the first week of school. The instructional staff evaluation system addresses student engagement and the positive effect on student achievement. Teachers are given many opportunities to participate in professional development that focuses on providing for the unique talents and needs of each individual student through a wide range of educational and extracurricular programs. Designed to challenge and reach a diverse student population by giving all learner populations and subgroups the same opportunities to participate in learning experiences, the Multi-Tiered System of Support (MTSS) implemented throughout the system helps to guarantee struggling students are given the additional support needed to improve. Each school is assigned a system level MTSS facilitator to ensure appropriate services are provided to students as well as support and guidance to staff.

Within the system, the opportunity exists for employees to conduct a self-evaluation that focuses on professional growth and deliberate practice. Professional growth and deliberate practice plans identify and outline action steps designed to lead toward self-identified changes in professional practices that are tied to increased student performance. To further increase leadership skills for both teacher leaders and administrators, time is provided for collegial talks to share experiences with system and school initiatives, pedagogy, and curriculum development. These professional learning community (PLC) and professional learning team activities have strengthened collaboration among colleagues.

What were areas in need of improvement?

Historically, the process of creating and reviewing the strategic plan has been primarily completed at the system level with limited input from all stakeholders. However, early in the school year the new superintendent launched a process to provide an opportunity for stakeholders, including community members to provide input on what needs to be included in a new strategic plan. The information gathered through this

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process was formally presented by the superintendent to the school board and community at large during a special meeting in December. Stakeholders are able to provide continual input into the development of a new strategic plan through links available on the system's website.

While there is a process for dissemination and utilization of the strategic plan, better clarity could be made as to how schools are to use system strategic plan in making school improvement decisions. The system's strategic plan needs to be universally adopted as a useful working document that help drives improvement at each school. The current strategic plan was has four goals, 72 outcomes and 305 data points to monitor. The plan is rich in targets, but the system would benefit from a strategic plan with reasonable strategies to direct system resources towards to support goal attainment.

Due to a number of retirements within the system during the past three years, new personnel with varying levels of experience are in need of differentiated support. Systemic processes are need to guarantee employees new to their position are receiving appropriate support and assistance to meet their individual needs. The system has the capacity to lend greater support to all levels of the organization through a stronger strategic plan that is well publicized through better and more frequent communication to stakeholders.

Data management through the new Performance Matters and Unify system is an area identified as needing continued development to support continuous improvement of the system and its schools. Currently, there are no clearly defined expectations for the use of these data management tools. While some training as been provided to teachers and administrative staff, a better plan to launch training by segmenting its use and implementation would be more beneficial. The system recognizes that improved data management using Performance Matters and Unify could be of great use and benefit to the Multi-Tiered System of Support (MTSS) process when launched properly.

What actions are you implementing to sustain the areas of strength?

The following actions are necessary to sustain the identified areas of strength for the system. The system will benefit from continuing to:

- involve all stakeholders in the process to maintain and communicate the purpose and direction for continuous improvement;
- maintain a standard of transparency when communicating and working with stakeholders;
- provide opportunities to maximize student strengths and address their individual needs;
- connect the values and beliefs of the organization to all meetings, trainings, and events;
- provide leadership and growth opportunities at all levels of the organization;
- strengthen the transition from high school to college and career readiness; and
- train a differentiated work population on the school improvement process through the implementation of strategic planning initiatives.

What plans are you making to improve the areas of need?

The appointment of a new superintendent this past summer provides a prime opportunity for the system to develop a new strategic plan that addresses current needs and is used to drive improved performance for the benefit of all students. In December, 2015, the superintendent publicly identified six key themes for inclusion in the new strategic plan. These core themes are governance, curriculum and instruction, finance, facilities and resources, employee engagement, and community relations. The selection of these themes was based on information the superintendent gathered through his interactions, both formal and informal, with employees and community stakeholders.

In addition to involving a wide range of stakeholders in revising the strategic plan, the following continuous improvement planning priorities were identified by staff and community members involved in assessing system adherence to the Standard 1 indicators:

- ensure consistent communication throughout the system from department-to-department and school-to-school;
- establish clear expectations and monitoring of data throughout the system with appropriate training; and
- continue to support and guide schools with the MTSS process and increase the training at the secondary level.

Progress in these planning priorities has already begun through the leadership of the new superintendent and his identification of the key

themes for inclusion in the new strategic plan.

System leaders at all levels and community members have been encouraged by the superintendent to read the book, Good Strategy Bad Strategy by Richard P. Rumelt to build foundational knowledge on writing good strategies in support of a sound strategic plan. This information will be helpful as system stakeholders move forward in crafting the new strategic plan.

Governance and Leadership

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

Overall Rating: 2.67

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 support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> •Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks •Leadership Team Packet memos Professional growth/in-service records Financial Audit Committee Cafeteria Operations Audits Sales Tax Referendum Partnership with Florida Inclusion Network Publicly available board meeting agendas, minutes, and video of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •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 •Conflict of Interest policy in place Televised board meetings, publicly available board meeting agendas and minutes Board meetings and workshops are archived and available to the public 	Level 2

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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 generally protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body usually maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •Communications regarding governing authority actions •District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Social media •Survey results regarding functions of the governing authority and operations of the district •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings •Job descriptions for all employees define roles and responsibilities Organizational charts are published, publicly available Budgeting process is transparent and well-publicized Webpage dedicated to board activities, available to general public 	Level 2

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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.	<ul style="list-style-type: none"> •Examples of decisions aligned with the district's strategic plan •Professional development offerings and plans •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's purpose statement •Survey results •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 •Schools identified as PLC Model Schools <ul style="list-style-type: none"> Area principal meetings foster collaboration among leaders Deliberate Practice (administrators) and Professional Growth Plans (teachers) are based on district and school improvement goals Courses designed to develop leaders (Admin 101, AP Academy, Leadership Pipeline) Collaborative Mutual Accountability component of evaluation system Regular Parent Leadership meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders 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' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Examples of stakeholder input or feedback resulting in district action •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •Involvement of stakeholders in district strategic plan •Parent Leadership meetings School Advisory Council Bylaws Title I parent meetings District Audit Committee Capital Outlay Committee Tax Referendum/Oversight Committee Parenting in Today's World Annual Conference for Parents/Caregivers 	Level 3

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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 focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none">•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•Comprehensive evaluation system for each employee group (teachers, administrators, support staff) EDI Survey used to inform improvement efforts Peer coaching On-going training/calibration of rubrics for classroom observation instrument	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.

What were the areas of strength you noted?

The governing body generally protects, supports, and respects the autonomy of the system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and schools. The governing body for Brevard Public Schools consists of a five member board. The policies and procedures of the governing body align with the system mission to serve every student with excellence as the standard and support the effective operation of the system by promoting conditions that aid in higher student achievement, effective classroom instruction, and assessments that produce equitable and challenging learning experiences for all Brevard students. Communication about these policies are provided in a variety of ways through the use of the system website, handbooks, public contact informational meetings, agendas and minutes of meetings, BPS-TV, system publications, and operational manuals. Examples of some of the published documents are as follows:

- Governance policy handbook
- District-wide staff and student handbooks
- Organizational flow charts
- Procedural policies for district departments
- Student progression policies
- Emergency operations procedures
- Code of conduct procedures

During regularly scheduled meetings, the board members receive information from various employee groups and the community at large to

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develop key policy on issues and/or changes as it affects the school system. The information established from these meetings is then consistently shared with system administrators through weekly Leadership Team Packets, as well as regularly scheduled meetings for principals, assistant principals, and curriculum contacts. The governing body supports the system operational beliefs and organizational values which are evident in the goals of the current strategic plan:

- maximize student achievement in core areas of achievement
- close the achievement gap
- deliver quality learning opportunities in non-core areas that provide students with a well-rounded education
- promote student acquisition of 21st Century Skills
- provide adequate and appropriate facilities
- maintain a safe work and learning environment
- foster shared purpose and collaboration throughout the organization
- recruit and retain the highest quality staff
- build leadership and job-related capacity at every level of the organization
- promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership
- maintain effective and efficient resource management
- utilize strategic planning that provides organizational focus and fosters continuous improvement
- maintain effective school/community communication and partnerships

Being an agent of the system, ethical and free of conflict of interest, the governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities. All school board meetings are televised and archived on the system's website. School board agenda items are posted online one week in advance of each meeting. Legal counsel is readily available and the school board attorney is present to provide immediate guidance during meetings. Governing body members engage in professional development opportunities including regularly scheduled board workshops. In addition, governing board members attain Master Board training and certification.

The commitment of the governing body to align their decisions and actions toward continuous improvement to support the system's purpose is reflected in its fiscal management decisions. For example, the school board supports maximizing spending at the classroom level. As a result, Brevard Public Schools is currently in the top five school systems in the state for spending at that level while at the same time being in the bottom five in the state for spending at the system/administrative level. Another example of fiscal responsibility, most recently, the school board made difficult but essential budgetary decisions which allowed the system to weather the economic crisis. Policies and practices are adopted to ensure sound fiscal management occurs at all levels of the system. These practices include internal pre-audits and the establishment of a Sales Tax Oversight Committee to monitor the use of revenue resulting from sales tax increase recently approved by voters.

The governing body has distinguished its role between the responsibilities of the overall system to that of the school leader, bringing greater system autonomy in regard to the delivery of instruction. As part of the day-to-day operations in schools, the school improvement process has been modified to allow individual schools the opportunity to target goals/practices through an array of instructional strategies, thereby narrowing its focus to increase student achievement. As a system, it has most recently, gravitated to more of a school based professional development model whereas training needs are determined at the school level.

Through leadership with shared decision making, the system maintains its effectiveness through a culture that is characterized by collaboration and a deeper understanding of community needs. A model for continuous improvement becomes pervasive throughout the system through a balance of research, best practices, data analysis, expertise, and experience. Leaders and staff throughout the system align their actions through the school improvement process to include School Improvement Plans (SIP), Deliberate Practice Plans (DP), and

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Professional Growth Plans (PGP) all of which brings action toward a common focus taken from the system's strategic plan. There is an expectation that all personnel maintain high standards as well as hold students to the same set of high standards (Mission: "To serve all students with excellence as the standard"). The system's culture promotes an understanding and belief that all students can and will learn and is characterized by collaboration and a sense of community. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. The governing board supports innovation in specialized programs that prepare students for college/career readiness.

A commitment by leadership to engage all stakeholders in support of the system's support and direction take place in a variety of ways:

- Area town meetings
- Strategic planning input meetings
- Sur-Tax public informational meetings
- Parent leadership meetings
- Community online surveys
- Presence in social media (Facebook, Twitter, etc.)
- Blackboard Connect
- Brevard Public Schools News in a Minute
- Local newspapers

The system's governing body fostered and supported the development of a new and improved evaluation system for both instructional and leadership personnel with focused criteria on improving professional practice that is tied to the improvement of student learning. As opposed to utilizing an "off the shelf" evaluation model, the system researched different evaluation methods to develop a hybrid system that combines the best attributes and aligns with the newly adopted rigorous state standards in addition to supporting the culture and vision of the school district. This employee evaluation system is comprised of common elements that support student achievement and promote professional growth and development, yet is differentiated based on employee groups (teachers, support staff, school administrators, district administrators) to hold individuals accountable for specific position performance criteria.

As part of the continuous improvement process, yearly focus groups are utilized to gather input from stakeholders regarding the evaluation systems, and feedback is used to make adjustments as needed. Formal and informal observations are consistently utilized throughout the year where evaluators must demonstrate proficiency through ongoing training that increases inter-rater reliability.

A Professional Development Executive Council (PDEC), consisting of system and school level administrators and teachers meets regularly to discuss the training necessary to implement and sustain system initiatives. PDEC has representation from a cross-section of departments and schools. For example, Understanding by Design (UbD) training to support planning for standards-based instruction was born out of PDEC.

What were areas in need of improvement?

The system would benefit from all board members attaining master board certification through training established within a particular time period during their tenure. This timelier certification would support the guarantee that governing body decisions and actions are in accordance with the State of Florida policies, procedures and regulations for school boards.

Stakeholder feedback indicated the governing body could further strengthen its performance by more clearly defining board members roles and responsibilities; distinguishing the role of the Superintendent; creating a systematic plan that addresses issues within communities, departments, and schools; and maintain better consistency and transparency in the implementation of policies and procedures across the system.

What actions are you implementing to sustain the areas of strength?

System leadership recognized early on that the system will experience high turn-over in administrative personnel for a number of years due to retirements and has committed the continuation of resources towards professional development specific to leadership training. Varied professional growth opportunities are being provided to increase the quality of internal candidates within the system rather than to rely heavily on external candidates who are generally less familiar with Brevard Public Schools. In addition, area superintendents have been given some flexibility with the hiring timelines for new principals. For example, whenever an assistant principal vacancy occurs in a school where the principal is scheduled to retire, area superintendents have been able to go ahead and select the new principal and have that person fulfill the role of assistant principal for the remaining time left in the current principal's tenure. This provides quality time for the assistant principal to make the transition to the new position with the benefit of daily support from the sitting principal.

The school board recognizes that the system has established quality academic programs where a high level of student achievement has resulted in state and national recognition for the college preparatory programs, career and technical education, and the fine arts programs. The school board must remain committed to identifying and allocating appropriate resources in order to sustain such programs.

In addition to the Professional Development Executive Council (PDEC), a group of system leaders participated in targeted training to learn strategies for coaching teachers and principals in effective instruction based on the evaluation system classroom observation instrument rubrics. The group, Highly Effective District Instructional Leaders (HEDIL), worked closely with a paid consultant over the span of a school year to develop their skills in providing targeted feedback to teachers. HEDIL participants routinely support building principals as they work to improve the instructional capacity of their teachers.

What plans are you making to improve the areas of need?

Personnel appointed to new leadership positions must receive adequate training with follow-up on all policies and procedures as well as varied programs. Communication protocols need to be re-examined so that system level departments are sending the same and consistent message to schools rather than making isolated decisions that are not uniformly understood from department-to-department and school-to-school.

Communication is founded on "trust" and "transparency." The governing body must make every attempt to establish meaningful and sincere relationships with the community at large by disclosing its intentions well in advance and then providing opportunity for widespread community feedback well before proceeding to make decisions that impact the community greatly.

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: 2.58

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.	<ul style="list-style-type: none"> • Learning expectations for different courses and programs • Course, program, or school schedules • Student work across courses or programs • Course or program descriptions • Survey results • Lesson plans • Graduate follow-up surveys • Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices • Posted learning objectives • Enrollment patterns for various courses and programs • Descriptions of instructional techniques • District-adopted instructional materials and resources -- District-developed pacing guides that correlate with standards and adopted materials - System SharePoint site - Early release days promote common planning - Graduation/promotion rates - Curriculum Point of Contact meetings for each discipline and early childhood - Comprehensive MTSS guide - District Equity Plan - Curriculum maps - Student Progression Plan - Choice Programs 	Level 3

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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.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Curriculum writing process •Profile of educational model or delivery system •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •-Standards-based report card for kindergarten -Strategic plan -Common assessments -Standards-based instruction (identify priority standards, depth of knowledge required) -School improvement plans -EDI Survey Results -CPALMS -District-developed pacing guides -District Improvement and Achievement Plan (DIAP) 	Level 3

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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 in most schools sometimes 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 groups of students when necessary. Teachers sometimes 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.	<ul style="list-style-type: none"> •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 •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •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 •Interdisciplinary projects •-Brevard Effective Strategies for Teaching (BEST) embedded in classroom observation instrument and other evaluation system components <ul style="list-style-type: none"> -Percentage of teachers rated as proficient or higher in the following evaluation system indicators: Climate of Inquiry, Instructional Strategies, & Differentiation -School improvement plans -District assessments written to assess depth of standard -Understanding by Design training provided to all schools -Implementation required following professional development 	Level 2

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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.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Documentation of collection of lesson plans, grade books, or other data record systems •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •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 •-MTSS Handbook -ESE Handbook/County Plan -ProGOE electronic system to monitor professional development and evaluation activities -Curriculum support through pacing guides and support from resource teachers -Professional learning communities structure, nationally recognized PLC model schools -Early Release Wednesdays for professional development and collaboration -District Improvement and Achievement Plan (DIAP) 	Level 3

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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.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •Peer coaching guidelines and procedures •Evidence of informal conversations that reflect collaboration about student learning •Examples of improvements to content and instructional practice resulting from collaboration •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects •Flexibility for teachers to collaborate with others beyond their own school <ul style="list-style-type: none"> -Performance Matters data management system -Collaborative Mutual Accountability Team activities -Professional Growth Plan components -Teacher Convening Event to showcase best practices -Feeder chain/area meetings that promote collaboration -Inter-rater reliability training for evaluation system rubrics/observation instruments 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Survey results•Examples of assessments that prompted modification in instruction•Samples of exemplars used to guide and inform student learning•-Classroom walk-through data used to inform school improvement plans/strategies-Edline as a tool for communicating learning expectations and grade reporting-Data team activities that support continuous improvement-Performance Matters data management system	Level 2

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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.	<ul style="list-style-type: none"> •Survey results •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 •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •-Induction program documents/website -Professional certifications required of all instructional staff -Leadership Team Packet memos pertaining to professional development -ProGOE capacity to manage all professional development functions, including feedback and tracking in-service credits for certification renewal -Consistent format for Professional Development Assistance Plans 	Level 3

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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 and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> •Performance-based report cards •Examples of learning expectations and standards of performance •Survey results •Volunteer program with variety of options for participation •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 •Samples of exemplars used to guide and inform student learning •-Parent Compact required in Title I schools -Edline -Blackboard Connect -Social Media options (Facebook, Twitter, etc.) -District Parent Leadership meetings 	Level 3

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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.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of structures for adults advocating on behalf of students •Survey results •List of students matched to adults who advocate on their behalf •Master schedule with time for formalized structure •-"Power Hour" description and protocols -Student Progression Plan -Academic Support Plans (school-based) -Collaborative Mutual Accountability teams that focus on individual students/groups -Comprehensive MTSS process -Early Warning Indicators System -Performance Matters reports 	Level 2

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.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample communications to stakeholders about grading and reporting •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting •-Student Progression Plan approved annually by the school board -School level protocols for monitoring grade reporting -Edline (required use across the system) 	Level 2

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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 continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Survey results •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 •Crosswalk between professional learning and district purpose and direction •-Professional development plan development, implementation, and measured outcomes are all part of the evaluation system -Professional Development Executive Committee meeting agendas, minutes, and plans -ProGOE electronic system for managing all facets of professional development and the evaluation systems. 	Level 3

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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 special populations of students based on proficiency and/or other learning needs (such as second languages). System and school personnel are familiar with 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 students within these special populations.	<ul style="list-style-type: none"> •Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •Survey results •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 •-Comprehensive MTSS process, including district MTSS trainers <ul style="list-style-type: none"> -Data teams established at each school site -Deliberate Practice (administrators) and Professional Growth Plans (teachers) are based on data driving the needs of students 	Level 2

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.

What were the areas of strength you noted?

The Florida Standards provide the structure necessary to deliver equitable and challenging learning experiences for all students. These standards promote rigorous instruction based on clear and measurable expectations for student learning. The system has created pacing guides to ensure that the curriculum and learning experiences for students in all grades, provide students with the opportunity to develop the skills necessary to support their achievement.

Literacy Coaches provide an array of staff development in the schools. They are assigned to schools to support and work cooperatively with teachers by helping them to "unpack" the standards. Developing lessons that are vertically and horizontally aligned are modeled or co-taught in order to fully meet the intent of the standards. Throughout each quarter during the school year, Literacy Coaches meet to share best practices and determine trends in the district that will further enhance staff development practices.

Additionally, the system sought the expertise of Dr. Cathy Lassiter, a consultant with the Leadership and Learning Center to further train administrators in managing data and determining its importance. This training focused on the data team process as a model for collaborative action that empowers school-based decision-making to improve teaching, learning, and leadership. The focus of this training helped administrators learn how to interpret the data in order to improve instruction and assess student performance on the standards. Through this training, better monitoring of data has provided stronger support for students utilizing the Multi-Tiered System of Support (MTSS) process.

In 2011, the system introduced Brevard Effective Strategies for Teaching (B.E.S.T.), a system-wide instructional model that unifies the delivery of instruction to promote highly effective teaching practices that lead to higher student achievement with a focus on the standards.

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Imbedded in B.E.S.T. is the need for teachers to differentiate their instruction through process, content, and product. Teachers are provided with the instructional materials and resources necessary to teach the new Florida State Standards. Students with a 504 or Individual Education Plan (IEP) are provided instruction with appropriate accommodations that incorporate the standards and are then provided an alternative assessment as necessary, as a way to measure progress.

During the past five years, the system has worked to continually develop and improve an internal instructional review process by which system administrators and other key personnel can monitor curriculum, instruction, and assessment throughout the school district. The instructional review process is currently being utilized to identify strengths and areas of need in the schools whose student achievement is below state and system expectations. Teams of administrators and teacher leaders from the state and system level conduct classroom walk-throughs using a state-developed instrument to measure student engagement and how well teachers are teaching to the full intent of state standards. Following the classroom walk-through rounds, the team meets with the building level administrators and instructional coaches to review the walk-through data. This process includes identifying trends and areas that need immediate attention. From these sessions, system leaders are able to assist school principals in planning the appropriate professional development and plans necessary for improved student outcomes.

The school district is currently involved in a system-wide initiative to strengthen instructional planning through the use of Understanding by Design (UbD). The belief is that as teachers use this model for planning instruction they develop a better understanding of state instructional standards and how to assess student progress in mastering these standards. UbD aligns with the system instructional model (B.E.S.T.) so that rigorous instruction is met by all teachers. Some schools are also utilizing the Literacy Design Collaborative (LDC) model that aligns with the basic principles of UbD and B.E.S.T.

The components of B.E.S.T. provide system teachers a common language for effective instructional practices. New teachers to the system are required to complete B.E.S.T. training through online modules and are paired with a mentor teacher to ensure that they comprehend the model. Teachers plan and use instructional strategies such as Socratic method, standards-based instruction and document-based questioning that require student collaboration, self-reflection, and development of critical thinking skills. Through differentiation, teachers personalize instruction and interventions to address the individual learning needs of every student. One of the outcomes from the adoption of B.E.S.T. as the system instructional model has been the transference of ownership of learning that has moved from teacher to student. Accomplished by intensified-deliberate practices, students are meaningfully engaged with activities, tasks, and assessments that align to the standards.

The Instructional Staff Evaluation System and the Instructional Leadership Evaluation System provide structures for measuring the quality of instructional performance that are essential for promoting high student achievement and improved instructional capacity. The locally developed Classroom Observation Instrument (COI) guides classroom observations to ensure that teachers are utilizing instructional practices that support student learning.

The components of each evaluation system provide opportunities for teachers and administrators to receive feedback from their supervisors about best practices that enhance teaching and learning. The process of employee performance appraisal is considered developmental and is supported by research-based criteria. Collaborative dialogue as well as year-long planned activities promote individual professional growth opportunities. These activities foster a persistent pursuit of teaching methodologies that enhance student engagement, critical thinking, self-efficacy, and teacher/administrator effectiveness. The performance criteria is designed to be non-threatening, developmental, fair, equitable, legally-sound, and places great value on the input from observations as well as teacher/administrator reflection about most current and widely used practices. The system recognizes that the employee appraisal system is an ongoing-two-way communication process. Interaction between supervisor and employee is upheld as an integral part of the process when evaluating others.

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Teachers and administrators are required to develop individual professional growth plans. These plans, known as Professional Growth Plan (PGP - teachers) and Deliberate Practice (DP-administrators), require each individual to set performance improvement objectives and identify professional growth strategies that will support attainment of those goals. Growth plan objectives are linked to the Florida Educator Accomplished Practices (FEAPs). The teacher/administrator determines the objectives based on performance results of his/her class/school, and designs specific and measurable performance objectives. Objectives are linked to a system or school performance goal as measured by the Florida State Standards, grade level expectations, school improvement plan objectives, and strategic plan objectives. Implementation and results are discussed two times per year as part of the formal evaluation process.

The evaluation system, by design, benefits curriculum instruction, and assessment by:

- Influencing and enhancing student achievement through improved instruction and assessment practices
- Promoting professional growth through a developmental and collaborative process
- Informing decisions regarding changes in assignment, transfers, and or promotions
- Encouraging growth through the setting of annual goals
- Promoting collegiality in collaborative discussions regarding effective professional development.

A committee comprised of teachers, administrators, system level personnel, and union representatives meet regularly to reevaluate the formal evaluation system procedures, rubric criteria, and feedback, and to make improvements on each instrument, as well as the overall appraisal process.

Last spring, the system supported the improvement of instructional practices by partnering with the Gates Foundation to conduct a survey at the school and district levels called the Instructional Culture Insight Survey (INSIGHT/EDI). This survey allowed the system to address the newly adopted state academic standards and how high performance cultures operate in addressing the instructional practices necessary to prepare students for college and careers. Upon receipt of the results, area superintendents met with each school principal to review the data for their individual schools and how that information could be used to inform school improvement efforts.

Brevard Public Schools offers many opportunities for teachers, administrators, and system level personnel throughout the organization to come together to support improved instruction and student learning at all levels. Regular meetings are held for the purpose of informing stakeholders both within and outside of the organization of key system activities. These meetings also often include training opportunities and the target groups are often viewed as professional learning communities or professional learning teams. An example of the meetings that occur on a scheduled basis are as follows:

- Area Leadership Team (principals, area superintendents and coordinators)
- Elementary Instructional Leadership (elementary assistant principals)
- Curriculum Contacts (secondary assistant principals)
- Curriculum Point of Contacts (teacher experts in Early Childhood, ELA, Mathematics, Science Social Studies, Writing)
- Leadership Team (principals and system administrators)
- Literacy Coaches
- Parent Leadership
- Peer Coaching and Mentoring
- Professional Development Executive Council

Professional learning communities are an established collaborative structure used in schools to engage in dialogue about using data and inquiry to improve instructional practices. Twenty-two schools in the system are recognized nationally as an "All Things PLC Model School."

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The School Advisory Council (SAC) at each school meets monthly to discuss progress in meeting the goals of the school improvement plan. This committee is comprised of parents, faculty, and community members. The composition of each SAC is balanced to represent the demographic make-up of the school population.

The established instructional practices used to promote student learning begin with the teacher having a full understanding of the Florida Standards. In collaboration with other colleagues, teachers work together to unpack standards, determining the priority standards and how the supporting standards build toward conceptual understanding. Schools in the system have begun the process of prioritizing standards at each level through the use of horizontal and vertical teacher teams. Through the collaborative team process, teachers are ensuring that their instruction is meeting the full intent of the new standards.

A learning team comprised of administrators and teacher learners from each school participated in system training this summer to develop skills in utilizing the Understanding by Design (UbD) structure to plan standards-based instruction. This training on planning through backward design and better alignment in scaffolding instruction from simple to more complex thinking is leading to better conceptual understanding and skill application to the newly identified priority standards.

Due to an increased emphasis on speaking and listening standards, the use of embedded technology for students to demonstrate their understanding through researching content/topics has expanded and students are encouraged to use technology as a means to communicate and present information.

At some schools, an introduction to performance scales in mathematics and reading (ELA) is helping to create a roadmap for students in their learning process as a means to inform them both written and orally prior to reaching mastery of the standard(s). For teachers, learning scales can also serve as a roadmap to guide instruction. The culmination of the learning scales process includes reflection from the teacher in regard to their instructional practice which then leads to personalized growth planning, and as the student takes greater ownership of their learning. The idea of "growth-mindset" and self-reflection, intertwined, allows both teacher and student to refine their thinking and work habits.

In addition to common formative assessments being written by the teachers and provided by the system, feedback from teachers to individual students is part of the formative assessment process that eventually leads to a form of summative assessment whether written or product driven. Grades are then formally recorded using established system processes.

From the time a new teacher is hired and throughout their initial employment phase, they are assigned a peer mentor through the Brevard Induction Program (BIP). In addition, mentor teachers at the system level are available to assist principals with supporting new and veteran teachers with implementing the specific strategies outlined in Professional Development Assistance Plans. System and peer mentor teachers have received specialized training and are expected to regularly meet with new teachers to discuss lesson planning, professional development, classroom management, and a host of other potential challenge areas, thereby bringing about growth opportunities. This procedure applies to the brand new teachers to the profession, as well as those veteran teachers relocating to Brevard county. Mentor teachers provide needed support, collaboration, and camaraderie geared towards meeting the requirements of the teaching position. Additionally, the system provides extra support to those who have been identified as being part of the Alternative Certification Program (ACP). ACP allows for teachers coming into the teaching profession from another field of work to "fast-track" their certification requirements. Additional support to classroom instruction and curricular needs are provided by system resource teachers who specialize in content areas as well as to provide guidance, expertise, and training to all classroom teachers across all discipline fields.

The system provides coaching and mentoring for support staff as well. For example, the head custodian training program and cafeteria manager internships provide opportunities for non-instructional employees to strengthen their leadership skills, thus increasing the efficacy of

the organization as a whole, as they provide for systemic sustainability and success in critical need areas.

Administrators are provided opportunities to develop varied and necessary leadership skills through the Assistant Principal (AP) Academy and Preparing New Principals Program. These structured training programs provide newly appointed administrators and those seeking a job as school principal valuable experience through training and mentoring from a variety of veteran system and school based administrators. This is an example of how the system builds capacity necessary for sustaining the overall instructional program.

The system has designated evenings for the purpose of conducting parent-teacher conferences; however, teachers regularly engage parents outside of these dates. Parents are viewed as partners in the educational process and regular conferences provide a format from which the teacher and family can work together to determine the best way to support an individual student. Many schools in the system utilize student-led conferencing as a means to actively engage parents in discussions of student progress.

The system is acutely aware of the need and paramount importance of clear, timely, and effective communication for all stakeholders. There are several means of communication that are systemically used to alert the community and parents of up to date information regarding everything from individual student performance to important current and upcoming school and system activities. Through the system's website located at www.brevardschools.org there are links to community outreach programs both internal and external, directly related to serving stakeholders as specified in the system mission statement, to serve every student with excellence as the standard. Edline is the primary system and school based mechanism where most information flows through regular updates. School board calendars, board agenda items, and departmental links are but a few of the many tools used within the site to inform stakeholders of the system's mission, purpose, and activities. School board meetings are televised "live" on public television and also available via live streaming video in an effort to facilitate transparency and ensure the entire community has access to information related to the system as a whole. Edline also links to school based websites that can be accessed through a portal from the main system site or via individual internet browser searches. These school-based sites are largely localized and include similar information about specific school activities from a curricular and extra-curricular standpoint. School improvement plans, newsletters, teacher web pages, and a host of helpful information about school-based activities are regularly posted and updated for each of the 82 school sites. Furthermore, Edline houses secure individual student grade information whereby parents can track progress with regular updates from teachers.

In a further attempt to engage community and volunteerism in the schools, Brevard utilizes a formal volunteer tracking database which helps the system and its schools ensure the safety of students. Background checks along with volunteer hours logged, assists in planning efforts to make the process more effective and efficient in working with willing volunteers within the system. Other ways to solicit community input comes through the marketing and communication of the parent survey and the parent ambassador program. These two means of soliciting community input assists the system in planning for continuous improvement and also assists each individual school in crafting individual school improvement plans.

In addition to what is available electronically, the system uses a very effective and timely information tool known as Blackboard Connect, an automated phone/text notification system which interfaces with the system and school-wide student database. Phone messages can be sent out to parents specific to each school or to the Brevard community as a whole in an effort to inform parents and community stakeholders of important events both at the school and system level. Back to School Nights, Open Houses, athletic contests, musicals, and a range of school-based events are communicated and marketed through the Blackboard Connect phone system.

The system takes a holistic approach to ensure every student has an advocate at their respective school. Individual progress monitoring and the provision of mentoring and coaching by teachers and counselors guarantees that every student has a person they can count on. Many Brevard Public School teachers are highly committed to meeting with students before and after school as a way to assist them with challenging curriculum, misconceptions in understanding of the standards, and providing additional practice time using different skill sets.

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Examples of direct student support at the secondary level come in the form of AVID (Advancing Students via Individual Determination) and the Individual Program of Study (IPS). The basic premise of IPS is for every student and their respective parent to meet with his or her guidance counselor at least once per year to review transcripts, discuss college and career plans, and to get a general feel for how the student is doing and where they would like to attend school, or enter the work force after their secondary experience. Some high schools are utilizing "Power Hour" to provide teachers and students more time within the school day, specifically during lunch, to focus on extra student support with understanding instructional content, and provide more opportunities for enrichment in the form of clubs and additional interaction with students and staff. In short, teachers hold "office hours" for student contact during the lunch hour, allowing students to meet with them individually or in groups. All students have lunch at the same time rather than the staggered lunch period approach generally used in most secondary schools. The concept is much like a college atmosphere and provides tremendous flexibility to the students and the teacher. Present in the elementary schools is the academic support program (ASP) provided before or after school to help to remediate students.

Although a limited budget is available for doing so, the system does provide Summer Opportunities for Students (SOS) as a means to provide remediation activities for target groups of students during the summer months. There are also opportunities for some fee-based programs offered by individual schools. These activities may include, but are not limited to driver's education courses, music camps, and athletic camps, all designed to provide students with additional enrichment opportunities. In addition, the Office of Elementary Programs has partnered with the United Way during the previous two summers to promote a campaign designed to increase reading during the summer months. Also, the Office of Title I provides funding for programs designed to include parents in working with their child during the summer to review and practice academic skills. Families of students in Title I schools are able to meet with a summer learning coach weekly to get support as necessary to progress through the training materials. This past summer participating families had the opportunity each week to receive a children's book with suggested activities to keep for use in the home.

Individual Education Plans (IEP) both at the elementary and secondary level safeguard the educational rights of students in the form of accommodations to learning styles, and processing problems. Additionally, 504 Plans are established for students needing additional support for specific assignments and grading policy challenges. At times, individual students may receive additional support from a school psychologist or behavior analyst who assist parents, students, and teachers with recommendations, strategies and service agencies that extend outside the system.

A comprehensive guidance program for all students helps identify students who demonstrate the need for additional services. Guidance counselors and/or a school designee meet regularly with system level exceptional student education (ESE) staff via the ESE Point of Contact meetings. These training meetings ensure a comprehensive program of guidance and ESE program services is maintained. School-based individual problem solving teams (IPST) meet to look at individual data collected on students in need of additional services through the Multi-Tiered System of Support (MTSS) protocols. Included as a part of the process when identifying students for additional interventions, MTSS focuses attention on the individual behavior and academic performance of students by collecting specific data.

The system makes every effort to adhere to the Florida class size amendment requirements for teacher to student ratios. This commitment to lowering class sizes reflects a system commitment supporting optimal environments for student learning.

Brevard Public Schools has a system-wide Student Progression Plan that outlines state requirements and local policies adopted by the school board used to guide grading and assist in determining levels of proficiency necessary for promotion or acceleration through the grades. Through the system-wide calendar, specific dates are selected for reporting individual student progress to parents through interim reports and report cards. The system utilizes an online program (Edline) where parents may regularly access current grades and progress information for each of their children. Grade Quick is an electronic tool for teachers used for input of grades, assignments, deadlines, and reporting overall student progress.

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The Professional Development Executive Committee (PDEC), comprise of teachers and administrators from the school and system levels in addition to post-secondary partners from the surrounding community, meets regularly to determine the overall professional development, initiatives, goals, and activities for the system. This group uses historical and current data as a part of the planning and development process to create a cohesive, professional development plan for the system. Input from varied system departments, schools, and post-secondary institutions help to define and determine the needs for future training. A unified training calendar is set annually in an effort to bring a systemic professional development process to all stakeholder groups.

The performance evaluation system is based on the idea of supporting individual professional growth. The evaluation process is designed to help employees continually improve through self-reflection coupled with input and direction from the supervisor. An online mechanism, ProGOE, is used to manage the school district evaluation and professional development systems. By accessing their ProGOE account, system employees are able to plan their own professional development and register for workshops, monitor their training record and provide an evaluation regarding the quality of each training they attend. ProGOE also fosters a collaborative environment for evaluation because both the administrator and teacher must complete specific online components of the evaluation system using this tool. Should a need for professional development be identified through the evaluation process, ProGOE affords the individual and supervisor the capability to match training with need. The system also allows for two-way communication about the progress toward individual goals. System level administrators are able to retrieve data from ProGOE regarding the amount of training individuals have achieved over time, monitor the training needed for individuals to meet certification guidelines, and review course evaluations.

Systemic data use across the organization is available to all employees to make informed instructional decisions. Parent surveys meant to seek input and support in creation of school improvement plan is one of many examples of how data is used to foster continuous improvement. Training initiatives like By the Numbers and Beyond the Numbers helped train individuals to collect, organize, and disseminate data uniformly throughout the system. Well-intentioned instructional decisions regarding student performance measures came from a result of well managed data. For the system, data is about identifying gaps in performance and setting new target goals for improvement. By the Numbers and Beyond the Numbers required administrators and teachers to manually collect and manipulate data to determine student outcomes. The system use of the Data Dashboard and Performance Matters has changed the way stakeholders collect data - now making it digitally accessible. Unify, a part of Performance Matters facilitates the process for devising common assessments that align to the Florida Standards. Through this digital means, administrators at the system and school levels have the opportunity to see trends, patterns, and gaps in performance for individual students, classes, and schools.

The system and its schools provide and coordinate learning support services to meet the unique needs of students. Once this data is understood and linked to each student, now unique opportunities for the teacher comes in how they manage instruction through the use of active student engagement such as: collaborative groups, differentiated instruction, peer-to-peer discussions, and the "bounce response strategy," for example. Using available formative and summative data, teachers are now able to create tailored intervention plans to better meet the needs of their students. These plans include remediation of skills and content to extending enrichment activities and tasks that will promote deeper understanding for all students.

Because of the interface with an array of digital, online programs and systems, student grades are easily entered, uploaded, and calculated. This translates into timely grade reporting thereby saving time for teachers. The focus remains on instruction and not on the completion of paperwork.

What were areas in need of improvement?

The system would benefit from the creation of a system level data team that regularly reviews information as a cohesive unit rather than in separate silos. Protocols for utilizing the newly available data management tool (Performance Matters) would expand the capacity of the

system to monitor and support the improvement of instructional practices.

Continued training is necessary to support teachers and administrators in using Understanding by Design process to plan high quality standards-based instruction.

System stakeholders would benefit from continued training in developing learning scales for use by students and teachers to assess skill attainment and inform instruction. The widespread use of learning scales will provide the foundation necessary to develop and implement a standards-based report card.

The evaluation systems for instructional and administrative staff are well-developed; however, the evaluation system for support staff implemented this year will need continued attention in order to be universally implemented with fidelity. In addition, instructional staff is the target group for most professional development opportunities offered to employees. The system needs to continually increase opportunities for training for support staff.

The system must continue to examine structures that would ensure that each student is well known by at least one adult advocate in the school. The elementary school setting facilitates this possibility, but this guarantee is more challenging at the secondary level.

System level departments and divisions must continue to develop communication protocols that result in unified messages being communicated to schools. Discrepancies in expectations and timelines will be greatly reduced by system leaders working collaboratively to provide consistent, aligned information to schools.

What actions are you implementing to sustain the areas of strength?

The following activities were identified by stakeholders as being necessary to sustain the identified areas of strength for the system:

- School level data team meetings at respective schools function well to understand strengths and challenges faced by students
- System level Multi-Tiered System of Support (MTSS) committee is helping to streamline processes at the school level
- B.E.S.T. strategies unify the delivery of instruction throughout the system
- Understanding by Design initiative is helping to strengthen instructional planning.
- Performance evaluation systems help to strengthen the performance of all employees
- Deliberate Practice and Professional Growth Plans are linked to the Florida Education Accomplish Practices (FEAPs) and help guide classroom observations
- System level mentor teachers help support teachers in need of additional assistance to improve instructional practice
- Digital communication tools enhance parent involvement and engagement
- System-wide adherence to the policies and procedures outlined in the Student Progression Plan provide a unified approach to grading and determining levels of proficiency
- Data is used by the Professional Development Executive Council (PDEC) to help plan a cohesive staff development plan for system stakeholders

What plans are you making to improve the areas of need?

Further understanding the depth and breadth of the Florida Standards at all grade levels is paramount to increased student achievement. The Understanding by Design (UbD) initiative is helping to support better planning for standards based instruction, but needs further development and training related to prioritizing standards and the development of performance scales which will lead to a standards-based grading system.

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System leaders must continue to critically assess and streamline the evaluation process so that better two-way communication is further developed so that a continued focus on instruction remains central to the mission for school improvement and student performance.

The system shall continue to implement and support a digital tools system that assists instructional and administrative personnel in the management, assessment and monitoring of student learning and performance. There is a system level group that meets regularly with the developers of Performance Matters and Unify. A continuation of this articulation will provide the support and structure necessary to expand the use of digital tools for the intended purpose.

System administrative, instructional and support staff will continue to have multiple opportunities to develop skills suited for effectively implementing digital learning into the curriculum. The system has created a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware, and software.

The continued use of system level communication tools, such as the leadership team packet will facilitate improved communication between schools and departments. Regular inter-department meetings that include managers, directors, and cabinet level staff provide opportunities for cross-functional groups to align processes and timelines so that schools receive consistent information.

System and school leaders need to examine the effectiveness of "Power Hour" at the secondary level to determine if this is a viable structure for use in all schools to provide to assure each student is well known by at least one adult advocate. System leaders will continue to explore other options that support students on an individual level.

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: 2.5

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 ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •Survey results •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •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 •-Staffing Plan -School Count Meetings and Protocol -Brevard Induction Program Manual -Leadership Team Meeting Agendas -School-based budgeting memos -Early Release Calendars -Professional Development Calendars 	Level 3

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Brevard County School District

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.	<ul style="list-style-type: none"> •Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district •-Purchasing Card Policies and Procedures -Travel Guidelines and Procedures -Instructional Materials Allocation Memos -Early Release Wednesday Calendar, Plans for PD -Example of preplanning activities 	Level 3

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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 created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes •Example school records of depreciation of equipment •-Kindergarten bus transportation procedural memo -Safe Driver Plan -Bus Inspection Forms -Food Service Inspection Forms -School Bus Evacuation Drills -Classroom Observation Instrument Items related to learning environment -School Age Childcare monitoring tools -Security clearance protocols -Emergency Sheltering Plan 	Level 3

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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 some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.	<ul style="list-style-type: none"> •District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan •Survey results •Policies, handbooks on district and school facilities and learning environments •-Capital Improvement Plan <ul style="list-style-type: none"> -Meeting minutes from Sales Surtax Citizens Oversight Committee -Public Hearing Notices and Certification -Procurement processes -Purchasing Card Handbook -Property Control Procedures, Training Records -Electronic management of property inventory 	Level 2

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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.	<ul style="list-style-type: none"> •Evaluation procedures and results of education resources •Survey results •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 •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •-Technology Integrators' Schedules/Training Provided -Technology Specialists/Associates' Work Schedules, Trainings -Educational Technology Plan and associated budget -Edline (screenshots) -Blackbord Connect (screenshots) -Launch Pad (screenshots) 	Level 3

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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.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •Survey results •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 •Assessments to inform development of district and school technology plans •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff •-Technology Integrators' Schedules/Training Provided <ul style="list-style-type: none"> -Technology Specialists/Associates' Work Schedules, Trainings -Educational Technology Plan and associated budget -Edline (screenshots) -Blackboard Connect (screenshots) -Launch Pad (screenshots) -Website Portals for various stakeholder groups 	Level 2

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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 a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations •Social classes and services, e.g., bullying, character education •List of support services available to students •-Parenting in Today's World program agenda and feedback -Partnership agreements with Brevard CARES, KinderKonsulting, etc. -Teen Parent Program -Head Start -Voluntary Prekindergarten -FDLRS -Child Find -Services for Students in Transition (Homeless) 	Level 2

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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 a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •District quality assurance procedures that monitor program effectiveness of student support services •Description of referral process •-ESE Contacts and Guidance Counselor training agendas, records -ESE Handbook -MTSS Handbook -Guidance Service Professional (sample schedule/job description) -Transition activities -AVID 	Level 2

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.

What were the areas of strength you noted?

The system adopted a new practice to enhance the retention of quality educators by reappointing annual contract teachers early in the spring to prevent other school districts from hiring them while they awaited reappointment. Previously, these key reappointments did not occur until late June often resulting in the system losing highly effective teachers to other school districts. Additionally, the system has a recruitment team comprised of system and school level administrators that travels the state and country to attract high quality teachers to the school district.

The system utilizes BEACON, an electronic tool, to manage the employment processes of advertisement, application, and selection. The adoption of this tool has greatly reduced the time necessary to hire quality candidates.

Key organizational needs for new employee orientation are assessed and addressed by supervisors, and training is identified for each employee group at the system level. The Brevard Induction Program is a two-year training experience designed to take new teachers from novice teacher to effective teacher/leader. New teachers with temporary certificates work with mentors and can move along a career path that spans from experienced teacher to assistant principal and principal, and on to system administration if desired. Alternative Certification Program (ACP) participants receive additional training outside of the induction program to meet their unique learning needs as they build capacity as a classroom teacher. ACP provides principals the opportunity to hire teachers that have not earned a teaching certificate, but may hold valuable content knowledge or content specific degrees. System peer mentor teachers support teachers that are facing challenges in the teaching profession. Working in concert with school principals, they provided much needed support to enhance teacher quality and

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build relationships with the teacher as a peer.

To support a continuous improvement model for all system employees, the school district utilizes Professional Development Assistant Plans (PDAP) as a means to provide assistance and structures to support a productive and competent workforce. To build leadership capacity, Brevard has several programs available. The Leadership Pipeline, Preparing New Principals Program, and Assistant Principal (AP) Academy are available to provide leadership growth opportunities for all employees.

To support resource attainment, Brevard has a system in place for creating an equitable allocation process for schools. The priority of allocating resources for spending at the classroom level has resulted in the system being ranked as one of the highest school districts in the state for allocation of dollars for classroom spending. This achievement remained during times of limited available funding as a result of the effective management of fiscal resources and a commitment to restricting budget cuts to those areas that did not directly impact classroom spending.

Instructional resources are made available to schools through a systemic process that begins in the curriculum and instruction division. There is a system-wide process for the selection and approval of instructional materials. System level curriculum directors determine allocations for schools (based on student membership) for the purpose of purchasing instructional materials, including textbooks. These budgets are closely monitored and spending is limited to specific materials. System level resource teachers develop instructional guides and provide training as necessary to support classroom teachers with implementing the system curriculum materials. Often, teacher leaders from throughout the system are actively involved in the development of curriculum guides and resources for schools.

Despite having to operate in a period of continually fluctuating revenues and increasing amounts of unfunded educational mandates, the system has done a noteworthy job of managing its finances. The finance division has been cited for outstanding performance, earning awards for the preparation of the Comprehensive Annual Financial Report (CAFR) and the system's annual budget.

In the long term, the system remains poised to overcome whatever future financial hardships it is confronted with. This will be accomplished by maintaining the leadership's philosophy of using recurring budget reductions as necessary to handle recurring funding deficits. This is a much wiser approach than the use of short term fixes that cannot be sustained in the long run. The system is committed to achieving all the future required milestones in a way that will optimize the education of the students without crippling the school district's ability to maintain a balanced budget.

All schools follow state required mandates to maximize instructional time. Course scheduling is monitored at the system level through electronic means (AS400). System curriculum directors provide assistance as needed to principals struggling with making sure school schedules are reflective of the time required for each subject area.

The school improvement process assists schools in prioritizing instructional goals, monitoring student progress, and includes outcome measures. The school improvement plan has become a living and breathing document that is used at each school site to define continuous improvement efforts instead of simply being a compliance document.

The Professional Development Executive Council (PDEC) meets quarterly to determine professional development needs to support schools from a system level. One role of this group is to determine the purpose of each of the days reserved in the school calendar for professional development.

The school district has a system in place to support maintenance of facilities. There is a work order processing system, custodial standards, a Safety to Life Team and school custodial assessments to facilitate maintenance and improvement of all system facilities. There is a

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system-wide plan for improving facilities that includes budgeting and planning for the enhancements. The facilities department works closely with school principals throughout the process of improving the physical plant of schools.

Schools work to meet the Five Star designation and cafeteria standards required as part of the food services program. All students in the system are able to access free breakfast daily in each school. The system is utilizing the Community Eligibility Program (CEP) promoted by USDA to provide free lunch to all students attending five schools. This option streamlines the process for qualifying students for free or reduced price lunches and reduces the amount of paperwork and tracking required for providing meals to school populations.

To ensure safe practices by all staff, annual training in OSHA requirements and Blood borne Pathogens training is required for all employees. To support student safety, partnerships with local law enforcement agencies ensure student and staff safety through the provision of resource officers at all secondary schools. Additionally, the system level director of school security is actually a Brevard County Sheriff's deputy whose position is funded through a collaborative agreement with the Brevard Sheriff's Office.

Over 50 percent of the schools qualifying for designation as a Florida Power Library Award School are located in Brevard county. This achievement is indicative of the high quality media services available to schools. The system employs a resource teacher for media services responsible for overseeing the access to media and information resources necessary to support the educational programs of the system and its schools. The resource teacher for media services regularly meets with the media specialists from each school to provide training and appropriate updates on system services. There is a concentrated effort to integrate media services into all facets of instructional delivery rather than having the program operate as a separate entity.

Schools throughout the system have the opportunity to increase the infrastructure and use of instructional technology through the Digital Classroom Plan project. Schools can apply to become a Digital Classroom School and receive additional support, materials and equipment. The budget for this project is limited thus the reason for an application process. Also, requiring schools to submit a plan ensures true commitment to the project goals and desired outcomes. There is a system technology refurbishment plan to provide support to each school in upgrading technology resources on a scheduled basis. In addition, Title I school principals have significant autonomy in determining how federal funding can support their school. Often, Title I principals choose to spend their budget on expanding technology resources for students and families in an effort to reduce the digital divide between impoverished families and more affluent communities.

Performance Matters is the learning management system used in Brevard. This system allows instructional staff the ability to review student data to support the effectiveness of instructional delivery in schools.

Individual Problem Solving Teams (IPST) as part of the Multi-Tiered System of Support (MTSS) structure, work to support students dealing with academic, social, or emotional challenges. The MTSS process is regularly reviewed to determine changes necessary for improvement. The system MTSS trainers have provided extensive training during the past two years to increase the capacity of building level personnel, especially MTSS facilitators. The MTSS training topics include: MTSS in the Classroom, Problem Solving, Implementing Interventions, and Data Based Decision Making.

The Student Services division provides oversight for a wide range system functions related to counseling, assessment, referral, educational, and career planning needs of all students. The Exceptional Student Education (ESE) Policies and Procedures handbook provides the guidelines necessary to provide comprehensive program services for students. This guide is updated regularly so that it contains current information reflective of state and federal statutes and requirements. Within this document are written procedures for monitoring standards of ESE program performance at the system and school levels.

Although Student Services is housed separately from the Curriculum and Instruction division, the assistant superintendent for student

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services and the director of program support meet regularly with curriculum directors to plan collaboratively to meet the needs of students and schools. System stakeholders can access an array of student services resources using the links provided on the division webpage.

The system recognizes that aging buildings require constant maintenance and often substantial renovation to keep them safe and inhabitable for students. When planning for long range building needs and improvements, system leaders realized that capital funding was not available to provide necessary maintenance and renovations. Careful consideration was given to asking the community to approve a sales tax initiative that would provide the revenue necessary to support capital improvements. In 2014, voters approved a one-half cent surtax on sales demonstrating community support of the system and its schools.

What were areas in need of improvement?

The system continues to look for ways to increase the number of high quality applicants available for employment in Brevard Public Schools. The system should revisit the idea of offering pre-contract binders at recruiting fairs by providing incentives to recruits, and evaluating pay structures to retain and recruit well qualified applicants.

Instructional time is impacted by state testing requirements and mandates such as the required 30 minute physical activity period in elementary schools. System administrators must continue to research ways to protect instructional time.

Long range strategic planning is not routinely communicated to all stakeholders. There are pockets of individuals working in isolation between departments instead of working together. The current system strategic plan is limited in its capacity to drive decision making in the system.

The expansion of technology resources requires an increase in the number of staff members available to support media and resource retrieval efforts. This could include employing additional media assistants and technology integrators. While there is a plan to increase infrastructure on a rotating basis, there needs to be adequate infrastructure at all schools to support technology use equitably among schools.

Additional staff are needed to support students with emotional challenges. Caseloads are currently too large for guidance staff. Additional funding is needed to provide behavioral supports in schools such as employing additional behavioral analysts and technicians. Additionally, there is a continued need to support students with community agencies and tiered levels of support to avoid gaps in services that may be needed beyond the scope of system and school level staff.

What actions are you implementing to sustain the areas of strength?

The system received voter approval for a Sales Tax Initiative to support facility enhancements. The Independent Citizen Oversight Committee (ICOC) was established to review for appropriateness, and report on, projects and expenditures associated with the 2014, passage of a one-half cent surtax on sales. The ICOC provides the school board and the community with information related to the utilization of capital revenue generated by the one-half cent surtax on sales. Specifically, the ICOC is charged with reporting the alignment of surtax funded projects with those identified in the School District Capital Project Plan as well as the timeliness of expenditures based on the schedule of available funds.

The human resources department coordinates with the teacher and staff union groups to continue to review the performance evaluation systems for improvement. The system recently negotiated a significant pay increase for instructional staff, the first in several years. Negotiations are continuing with the support staff union in hopes of a pay increase for that employee group.

There are several support structures in place to allow employees to advance in their career such as the Assistant Principal (AP) Academy,

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Leadership Pipeline, and the Mentoring Council. Additionally, training programs for custodians and food services workers to support persons in these employee groups who desire to move to the next level.

Each year, system stakeholders complete a survey to address safety, academic, and facility needs. This feedback is reviewed at the school and system level to problem solve methods for improvement.

Senior staff members and directors from human resources and the curriculum and instruction division meet on a regular basis to discuss, collaborate, and problem solve challenges that may interfere with the provision of sufficient instructional time, material resources and funding. These "Junior Staff" meetings provide an opportunity for cross-department communication and input on significant initiatives and changes that may impact resources and support systems for schools. Area superintendents, as members of senior staff, participate in these meetings enabling them to represent the interest of the schools under their supervision. The Junior Staff frequently collaborate to provide structured support for schools most at risk for performing below system expectations.

Recruiting and retaining high quality, effective teachers continues to be a challenge for school systems. This year Brevard Public Schools hired an additional peer mentor teacher (with grant funds) specifically to assist teachers with less than 3 years of teaching experience.

What plans are you making to improve the areas of need?

A top priority for the system is to create and involve stakeholders in system long range planning and strategic goal setting. Currently, the new superintendent is working to engage all stakeholders both within and outside of the system in a process for providing input on the priorities to be addressed in the strategic plan.

Once the final strategic plan is published, communication to all stakeholders will be needed to ensure it becomes a viable, working document capable of driving the work of the system and its schools.

Although the system recently approved a salary increase for teachers entering the workforce, substantial efforts to recruit and retain highly qualified instructional staff must continue.

Continued efforts are needed to increase financial support for programs such as ESE, Students in Transition, or other social-emotional challenges.

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: 2.4

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 use an 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 performance. The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions. Some assessments are proven reliable and bias free. The assessment system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •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 •-Performance Matters training records, protocol -AS 400 student records -State PMRN database -Enrich -Leadership evaluation instruments 	Level 2

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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.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •List of data sources related to district effectiveness •Survey results •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 •-Schedules for instructional reviews <ul style="list-style-type: none"> -Differentiated Accountability meetings with regional director (agendas, minutes) -District Improvement and Assistance Plan -Training schedules, agendas from resource teacher for school improvement -District Improvement and Achievement Plan (DIAP) 	Level 2

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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.	<ul style="list-style-type: none"> •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 •Policies and written procedures specific to data training •-Literacy coach support of data teams at the school level -MTSS and IPST procedures/manual -Training, support at schools by MTSS trainers 	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.	<ul style="list-style-type: none"> •Policies and procedures specific to data use and training •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •-Student Progression Plan (school board approved) -School improvement plan goals -School Advisory Council meeting minutes -District Improvement and Achievement Plan (DIAP) 	Level 3

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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 to all stakeholder groups.	<ul style="list-style-type: none"> •District quality control procedures for monitoring district effectiveness •Minutes of meetings regarding achievement of student learning goals •Survey results •Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •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 •Executive summaries of student learning reports to stakeholder groups •-Multiple means to communicate information to stakeholders including the internet, television, email and social media <ul style="list-style-type: none"> -System specific publications such as 'BPS News In a Minute' and 'EdConnect' in addition to a regularly published employee newsletter. -Title I parent nights -School Advisory Council and PTO meetings -Community forums in mutual locations -District Improvement and Achievement Plan (DIAP) 	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.

What were the areas of strength you noted?

Brevard Public Schools is in its infancy relative to the maintenance and consistent use of a comprehensive assessment system. This is first SY 2015-2016

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year for full implementation of the Performance Matters assessment and data management system. The greatest strength of this system is the willingness of the company to allow customization as demonstrated by their willingness to tailor the program to meet the specific needs of the system. In addition to demographic and geographic information, this system houses multiple assessment measures including assessments, attendance, grades, and discipline data. Powerful ad-hoc reporting enables all users to drag and drop multiple measures and disaggregate the data. A reporting and filtering module specific to the system provides users with the ability to identify students at risk based upon customized early warning system variables. The system also offers administrators tools to support academic and behavior interventions and individualized progress monitoring plans. Additionally, Performance Matters includes a testing platform known as Unify. Unify affords teachers the ability to build and administer assessments online or using Scantron forms. The assessment data is analyzed to show mastery of standards using comprehensive item analysis. A statistical progression enables teachers, administrators, and system level testing and accountability personnel to analyze and map student performance trends with a wide variety of measures. In addition to state required assessments, the system offers assessments and end of course exams for all subject areas across Grades K-12. Having this data accessible as part of a comprehensive assessment system, enables the system to utilize the information in judging student performance and making system level strategic decisions based on strengths and weaknesses of instructional program.

The new Performance Matters system has made it easier to compare different data from school-to-school, to track data and decide on patterns and trends seen from the data. Looking at data from multiple sources such as FAIR, BELAA, FSA, and FCAT assists system stakeholders in making better instructional decisions in the classroom, evaluating effectiveness of various programs, and developing future professional development opportunities.

In order to reach a broader range of stakeholders, the system often utilizes a "train the trainer" professional development model. This same model is being used to provide professional and support staff training for Performance Matters/Unify. System personnel, administrators, coaches, and teacher leaders have participated in face to face professional development with the goal of providing school-based training. Webinars listed on the Performance Matters website are offered on a regular basis to all professional and support staff. A Performance Matters/Unify system homepage has been established that provides access to documentation, a list of acronyms, quick docs, videos, advisories or tips to resolve issues, and the naming conventions policy. A system instructional services contact has been identified to answer all questions pertaining to Performance Matters/Unify.

The Student Progression Plan is updated annually ensure alignment with state requirements for student promotion through the system from kindergarten through twelfth grade. School principals determine grade placement of students each year according to the standards set forth in the board approved Student Progression Plan. During the school year, the Individual Problem Solving Team (IPST) process embedded in the Multi-Tiered System of Support (MTSS) structure is used as necessary to analyze if an individual student is making the necessary progress toward specific grade level standards or if providing additional support is indicated.

All assessment data including that from system and teacher created assessments is regularly analyzed and reported to stakeholders. Throughout the system, school principals assume responsibility for monitoring and analyzing school level data and communicating the information to constituents. System level state assessment results are made available to the community via press releases, Twitter, Facebook, the system's website and publications such as "Brevard Public Schools News in a Minute" and "EdConnect." Hard copy communication is translated into native languages for the parents of English Language Learners (ELL). Additionally, Edline, a learning community management system available to all parents of students in Grades K-12. This electronic tool is used to communicate assessment data along with student progress and grades to parents. The parent and student portals on the district website also provide links to the system "data dashboard," a Launchpad for system and school data reports. The data dashboard also contains links to district/school data reported by the state.

Recognizing the need for stakeholders to fully understand the Multi-tiered System of Support (MTSS) process, system MTSS trainers have

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provided extensive training during the past two years to increase the capacity of building level personnel, especially MTSS facilitators. The MTSS training topics include: MTSS in the Classroom, Problem Solving, Implementing Interventions, and Data Based Decision Making.

Each school is required to develop an annual School Improvement Plan (SIP) that is shared with all stakeholders and open to the public for input. These plans are accessible to all stakeholders through the system and individual school websites. Communication with stakeholders concerning progress towards the goals outlined in each SIP is the responsibility of individual schools.

Last school year, the system engaged in a capacity review using the services of EDI, the U.S. Education Delivery Institute. The purpose of this review was to determine the school district's current capacity to achieve its goals for students by gathering information from key stakeholders through an individual interview with the superintendent and focus group discussions with teachers, school board members, principals, union leaders, parents and system level staff members. The EDI review team also visited eight schools and used results from their Insight survey instrument to provide the system with meaningful feedback. This feedback has been shared with system and school leadership and is being used to inform system wide continuous improvement efforts.

What were areas in need of improvement?

Consistently utilizing the full potential of the comprehensive assessment system presents system stakeholders with future opportunities. Creating common assessments based on the Florida Standards by utilizing an item bank and writing assessment items to contribute to a system item bank, is still a capability of the system that is just beginning to be explored. The capacity of the system to create assessment items introduces an additional opportunity for improvement; the monitoring of teacher-created items to assure align validity and reliability. Poor items and badly constructed tests can lead to incorrect conclusions about students' performance. Although system testing and accountability personnel do have the ability to determine the reliability of assessments, there needs to be a systematic process in place to assure the reliability of all assessments being used, and this information needs to be shared with system personnel.

The current comprehensive assessment system is currently limited to student data; whereas, employee performance information is housed in a separate database. For example, personnel evaluation and professional training data are maintained in the ProGOE system. Integrating these two systems into one could result in the ability to identify a cause-effect relationships between teacher performance and student performance with the ability to provide links to appropriate professional development. Additionally, individual education plans for exceptional education students are created and stored in a yet another separate system (Enrich). Providing one system for all data would increase efficiency as well as provide the teacher with a more detailed student profile on which to base instructional decisions. Finally, the system would benefit from a policy to include a monitoring system to assure the validity and reliability of all assessments must be established. Although autonomy has been given to individual school principals to determine which available assessments would be utilized throughout the school year, this may limit the hinder systemic interpretation of assessment results.

The system would benefit from an established process and procedure for collecting and analyzing data from multiple sources. A consistent use of student data throughout the system is needed and could be accomplished through the work of a system-wide data team. The purpose of this group would be to uniformly communicate student achievement data to all the stakeholders. This could be accomplished through a transparent strategic planning process.

The capabilities of the Performance Matters assessment and data management system far exceed its present usage. The primary use of the system is currently limited to inputting data (scanning and manual), taking some online assessments, retrieving data, and using a limited number of reports. Additional training is necessary for system users to continue to utilize the full potential of Performance Matters/Unify.

Ongoing professional development is essential to assure all stakeholders have the necessary skills needed to input and access data as well as construct assessments based on the Florida Standards. Since the system is in its first full year of implementation, professional

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development has focused primarily on the mechanics of the process and not on the practical use of the data. Additional training is needed on accessing and reading reports as well as analyzing student proficiency and improving instruction to assure that all system users appropriately utilize the system to its fullest potential.

A consistent process to verify that students are ready to be successful at the next level is in place. Additional training in specific case studies will allow the school leader to better understand and carry out the processes with fidelity.

What actions are you implementing to sustain the areas of strength?

System leaders must continue to engage school principals in dialogue regarding appropriate measures for assessing student progression and instructional effectiveness. Principals must remain as instructional leaders in their schools and work closely with teachers in understanding how to use the available and teacher-made assessments to drive instruction decisions.

A professional development plan has been established for the deployment of the new comprehensive assessment system. This plan involves face to face and digital training by Performance Matters experts as well as the introduction of a system website that houses resources to support the use of Performance Matters.

The system office of accountability, testing, and evaluation oversees the collection and analysis of data. This data is shared with the leadership team who is responsible for sharing it with all stakeholders. A variety of communication channels through the use of Twitter, Facebook, and the system website have been used to relay assessment data about the strengths and weakness of the results to stakeholders along with suggested strategies to improve. A variety of reports as well as letters describing the strengths and weaknesses of individual students along with suggested intervention strategies are routinely reviewed with parents through report cards, individual conferences, and Edline.

The new superintendent initiated a book study, "Good Strategy, Bad Strategy," so that the organization could better prepare to understand the need, and have the background knowledge necessary for developing a viable strategic plan.

The results of the capacity review conducted by EDI last year are being used to inform continuous improvement activities at the school and system levels. Some recommended steps for improvement from the EDI review have already taken place. The system would benefit from using the EDI review data to assist in planning goals and strategies to be included in the new strategic plan.

What plans are you making to improve the areas of need?

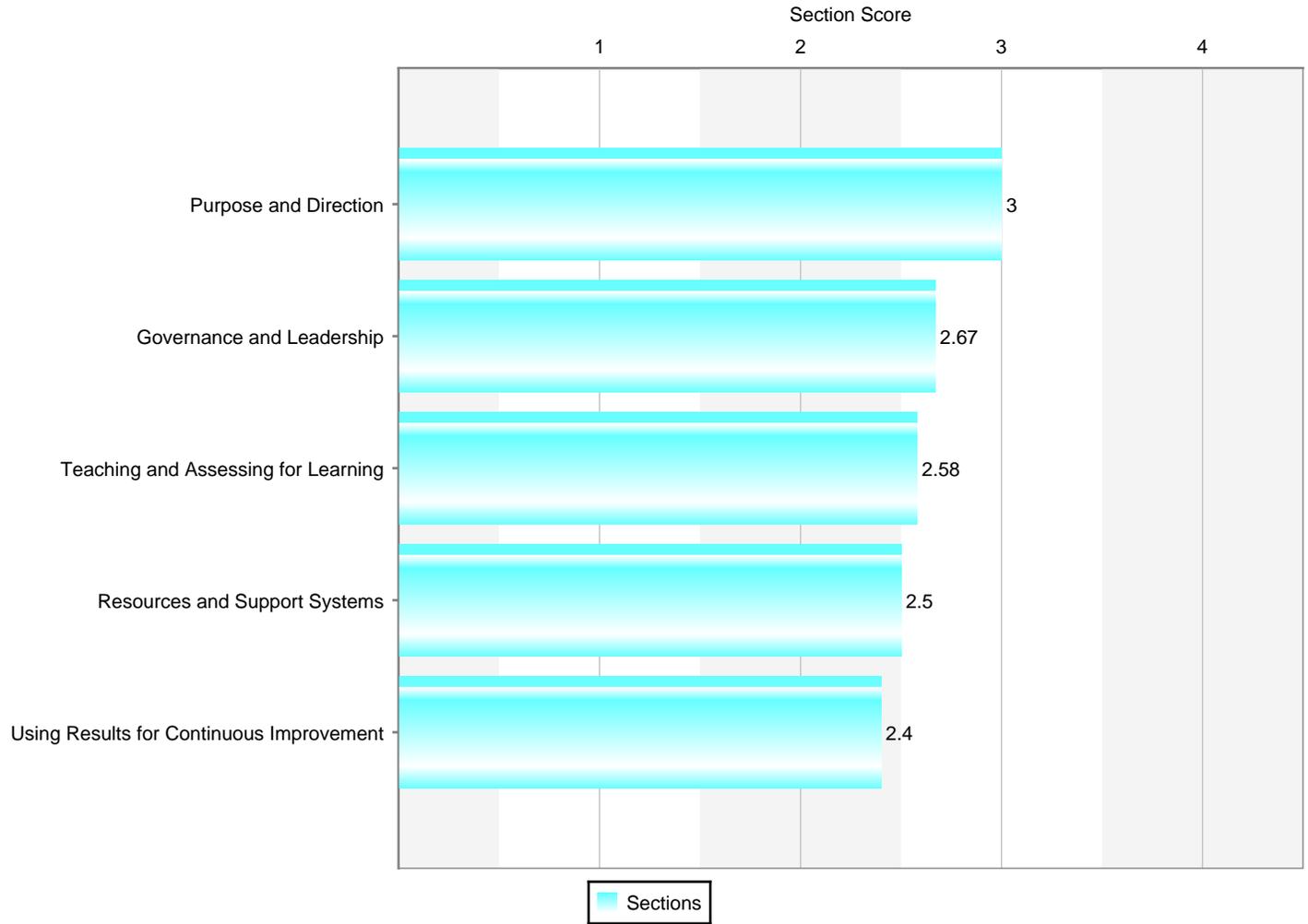
Leadership meetings have continued to focus on the implementation of Performance Matters to collect, analyze, and apply data. The impact on student learning is evident in how each school is using data to inform instruction and provide interventions and enrichment for students. The system is able to analyze system-wide data to make program decisions and offer more specific professional development.

The top priority relative to the establishment and maintenance of a comprehensive assessment system for the school district is to strive for uniformity among all schools and assure that the analysis of the data is clearly communicated to all stakeholders.

Revising the system Strategic Plan is top priority. Under the leadership of a new superintendent, the development of a new strategic plan has been launched through a highly visible and public process where stakeholder input is helping to shape the plan. Systematic reporting of student achievement data as part of the strategic planning process would better inform the development of strategic plan goals related to student outcomes.

Report Summary

Scores By Section



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.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Brevard Stakeholder Feedback Data Report

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Students: Standard 1 (3.18)

Parents: Standard 4 (4.12) and Standard 1 (4.10)

Staff: Standard 1 (4.32)

A trend across the parents, staff, and students is that they are highly satisfied that the school system maintains and communicates a purpose and direction that is committed to high expectations for learning as well as shared values and beliefs about teaching and learning (ST.1). The parents also felt that the school system implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. BPS students' survey data showed the highest level of approval on standards 3 and 4. In the survey comments, students mentioned numerous times that they enjoyed their teachers, the music classes, physical education (P.E.) classes, and the newly obtained classroom technology. Indicator 4.4 trended in the top spot among students: Students and school personnel use a range of media and information resources to support the school's educational program .

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

Comments from district staff, parents' and students' surveys show high level of satisfaction with the school system teachers.

After reading through the comments and looking at the data, the following indicators are moving in a positive direction for stakeholder satisfaction:

1.3: The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

2.2: District staff agreed favorably (3.59) that the governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.

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

Standards 1 and 2- All stakeholders agree through the School Climate Survey and the School District Student Survey that the school has strong purpose and direction, that student achievement is the most important purpose of education. Parents generally give high marks to system teachers for the caring and supportive attention given to students. Responses from the open-ended comment portion of the student survey instrument provided additional evidence that respondents are satisfied with Brevard Public School teachers, educational programs and the system school facilities in general.

Areas in Need of Improvement

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

Student Surveys: Standard 2 Governance and Leadership - lowest (3.01)

Parent Surveys: Standard 2 Governance and Leadership - lowest (4.02)

Staff Surveys: Standard 3 Teaching and Learning - lowest (3.97)

Some of the lower level of approval across the district related to the following:

Indicator 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Indicator 4.5: The technology infrastructure supports the school's teaching, learning, and operational needs. Students also indicated a need for computers at school

Indicator 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served.

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

There is a clear trend in decreasing satisfaction among stakeholders as expressed in many school-based survey responses with regards to concern over the flawed testing and accountability system and meeting the needs of all students as a result of increasing cultural and economic diversity in the community.

What are the implications for these stakeholder perceptions?

School based surveys given by administration to staff members and the school district surveys administered to parents and students reveal areas for improvement that can improve student achievement. Students and parents have identified meeting the individual needs of students as an area lacking in consistency. Additionally, better, more frequent communication between the school and parents regarding student performance would allow parents to take a more active part in their child's education. Additionally, parents and students feel that they should have more input in planning ways to improve the school. Similarly, a major area of concern from the staff perspective is quality communication between the school and parents.

These stakeholder perceptions can result in parents and students feeling that they are not as an important factor in their learning. Both students and parents need to be engaged in their learning in order to be successful. Another implication is that if a student does not have a connection with an adult or does not feel the adults in the school building care about them or their education, they may be less likely to care, engage, and be successful.

Parents are asking for more support at home, more resources and ideas to work with students at home. The elementary students indicated that they did not understand the assessments and the work teachers were doing to improve their learning. This indicates that the teachers

need to be more transparent with the students about their data, set goals, and support them in their growth.

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

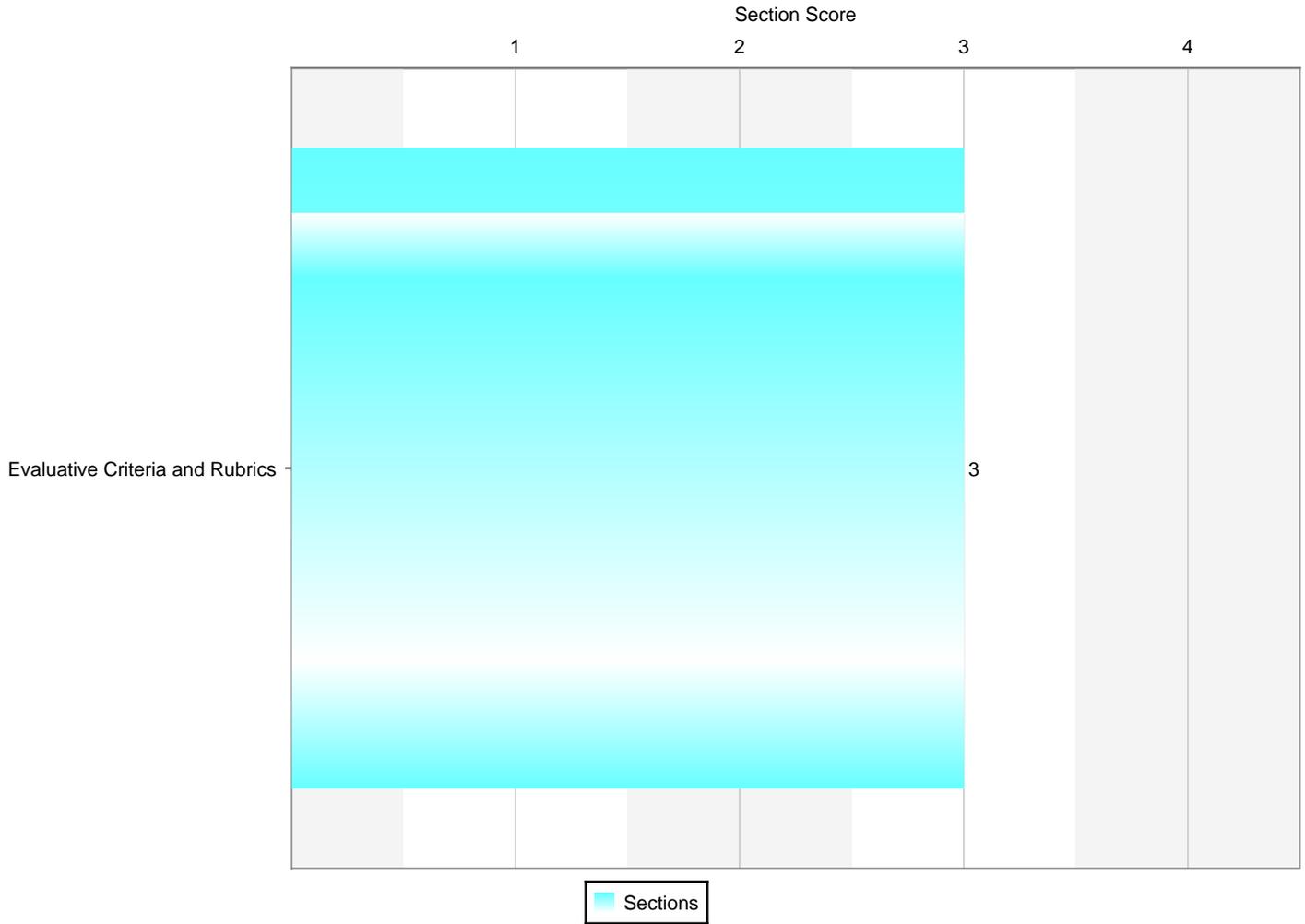
The reported findings of the system stakeholder survey data are aligned with findings of the system self-assessment and the superintendent's evaluation of the school district. Brevard Public Schools could benefit from strategically focusing on the right priorities and aligning resources accordingly. Survey data has revealed the need to focus on governance, meeting students' needs and improving employee morale.

Sometimes the central office has difficulty with crossfunctional collaboration and communication (disconnected people and departments) in support of schools. District staff communicated through comments how effectively they collaborate within their own departments. It was also expressed in comments how often departments work in silos and do not communicate as efficiently as possible with other departments within the organization.

AdvancED survey data is aligned with EDI Insight Survey (Spring 2015) which revealed a strong instructional culture (Brevard 7.7; National Average 7.4) and strong learning environments (Brevard 7.6; National Average 7.4).

Report Summary

Scores By Section



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.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Brevard Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

STATE OF FLORIDA ASSESSMENTS

In 2014-15, the state of Florida transitioned to the Florida Standards Assessment based on Florida Standards. The new school grading scales and cut scores are scheduled to be implemented upon State Board approval in January, 2016. As a result of not having official results for 2015, the state assessment data being shared in this document is limited to results for the Florida Comprehensive Assessment Test (FCAT) taken in 2014 and earlier. Any results for the 2015 administration of the Florida Standards Assessment (FSA) are shared when available and appropriate for this report.

DISTRICT AND SCHOOL GRADES

The 2013-14 school year was the final year for the existing school grade model for Florida school districts. Brevard received a district grade of B in 2013-14, earning 519 points (an increase of five points over 2013). Fourteen elementary, and one middle school improved their grades in 2013-14. During that year, Brevard earned 45 A's, 14 B's, and 19 C's. At the time of this writing, no school or district grades have been released for 2014-15.

Brevard demonstrated improvement in five of the eight categories used to calculate district grades prior to 2015. The categories where improvement in student performance occurred are as follows:

- increased learning gains in reading (from 67% to 70%),
- increased learning gains in math (from 68% to 70%),
- lowest 25% making learning gains in reading (from 64% to 66%),
- lowest 25% making learning gains in math (from 60% to 62%), and
- scoring at proficiency in science (from 65% to 66%).

Science proficiency has shown the largest increase in performance over time with a four-percentage point increase from 2012 (62%) to 2014 (66%).

Year	Science Proficiency
2012	62%
2013	65%
2014	66%

END OF COURSE EXAMS

Results for the 2015 spring tests that are based on the Florida Next Generation Sunshine State Standards (NGSSS) include the end-of-course exams for Biology 1, U.S. History, and Civics. Brevard students performed well on the three NGSSS end-of-course tests. The average scores for Brevard Public Schools exceeded the state scores on all three tests. Brevard's mean scale score was 5 points above the state in U.S. History, 4 points above in Civics, and 1 point above in Biology 1.

ACT PERFORMANCE

According to the results for the 2015 administration of ACT, eleventh grade students in Brevard Public Schools outscored Florida's graduating seniors by .5 points in English, .3 points in Mathematics, .4 points in Science and .2 points on the Composite score. As noted in other areas of accreditation reporting, Brevard provides census testing for the ACT in the spring to all high school juniors.

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

Although overall performance in reading and math remained flat at 66% for 2013 and 2014, results indicate that students, including those scoring among the lowest 25%, are making gains in reading and math. These improvements are illustrated using the charts below.

Year	Learning Gains in Reading
2013	67%
2014	70%

Year	Learning Gains in Math
2013	68%
2014	70%

Year	Lowest 25% Making Learning Gains in Reading
2013	64%
2014	66%

Year	Lowest 25% Making Learning Gains in Math
2013	60%
2014	62%

CAREER AND TECHNICAL EDUCATION (CTE) INDUSTRY CERTIFICATION TESTS

The number of industry certification tests taken and the percentage of passing scores achieved have continually increased since 2012. There was an increase of five-percentage points from 2012 (72.1%) to 2015 (78.1%).

INDUSTRY CERTIFICATION TESTS

Year	Total Tests	# Passing Scores	% Passing
2012	3051	1859	72.1%
2013	3513	2447	75.9%
2014	4737	3180	77.2%
2015	5687	3565	78.1%

Which area(s) indicate the overall highest performance?

END OF COURSE EXAMS

Brevard students excelled in their performance on the 2015 end-of-course exams for Biology 1, U.S. History, and Civics as compared to the state mean scores. When comparing system performance to that of the state in the grade levels where most students took these tests, the achievement of Brevard Public Schools is notable and denotes some of the highest performance based on available testing results:

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-81% of Brevard 9th graders passed Biology 1 with an achievement level of 3 or more (compared to 79% in the state),

-70% of Brevard 10th graders passed U.S. History with an achievement level of 3 or more (compared to 63% in the state, and

-73% of Brevard 7th graders passed Civics with an achievement level of 3 or more (compared to 65% in the state).

For this same group of tests, Brevard had more students score at the highest achievement levels (4 and 5) compared to the state, with the performance in Biology 1 being the most substantial with the school district performing 23-percentage points above the state mean

END OF COURSE EXAMS - Percent of Students scoring Level 4 or 5

Test	Brevard	State
Biology 1	38%	15%
U.S. History	43%	35%
Civics	46%	36%

STATEWIDE SCIENCE ASSESSMENT

The 2015 state science results indicate that Brevard's grade five and grade eight students outperformed the state:

- 58% of Brevard's 5th graders scored at an achievement level of 3 or above (compared to 53% in the state).

- 55% of Brevard's 8th graders scored at an achievement level of 3 or above (compared to 48% in the state)

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

For the purposes of this report, the comparisons are limited due to changes in the state accountability system for 2015 and the unavailability of official demographic data.

Florida Comprehensive Assessment Test (FCAT) Results

READING

Asian students both increased their performance and demonstrated achievement well above all other subgroups, including White students in the area of reading.

All subgroups in Brevard exceeded the state average by at least two percentage points.

The following subgroups all demonstrated at least a one percentage point increase in their reading performance from 2013 to 2014:

American Indian, Asian, English Language Learners (ELL), Multi-Racial and Students with Disabilities.

MATH

The percentage of students scoring at or above proficiency in math exceeded the state average in six of the nine identified subgroups.

Asian and English Language Learner (ELL) students demonstrated the largest increase with an increase of 3 percentage points when comparing results for 2013 to 2014.

All subgroups either maintained or showed at least a one point increase over 2013 results.

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WRITING

The percentage of students scoring at or above proficiency in writing according to the Florida Comprehensive Assessment Test (FCAT) writing assessment was below the state average for all subgroups.

When comparing results for 2013 to 2014, English Language Learners (ELL) and ESE subpopulations demonstrated the lowest rate of decline (-2 percentage points).

STATEWIDE SCIENCE ASSESSMENT

According to the 2015 Statewide Science Assessment results, system performance exceeds the state in five of the nine identified subgroups. American Indian, Hispanic, White, Students with Disabilities, and Low SES students all demonstrated performance above the state average for their subgroup.

ALGEBRA 1 END OF COURSE (EOC) EXAM DATA

The percentage of students scoring at or above proficiency on the Florida Algebra 1 End of Course (EOC) examination is equal to or exceeds the state average in four of nine subgroups.

When comparing results for 2013 to 2014, American Indian students demonstrated the largest increase with an increase of 3 percentage points.

Five of the nine subgroups either maintained or showed at least a one point increase over the previous year's results.

Florida Alternate Assessment (FAA) Results

The subpopulation of students assessed using the Florida Alternate Assessment (FAA) continue to make progress:

- 71% of Brevard's students were proficient in reading- an increase of two percentage points when compared to 2014
- 86% were proficient in math- an increase of six percentage points when compared to 2014
- 71% were proficient in science- no change when compared to 2014.

When comparing Brevard students who took the FAA and who scored proficient to the state averages for the same assessment, Brevard scores were equivalent to the state in reading (71%), 15 percentage points above the state in math (86% compared to 71%), and three percentage points below the state in science (73% compared to 75%).

Between which subgroups is the achievement gap closing?

For the purposes of this report, the comparisons are limited due to changes in the state accountability system for 2015 and the unavailability of official demographic data.

Florida Comprehensive Assessment Test (FCAT) Results

READING

The greatest improvement in reducing the achievement gap occurred between American Indian students and the majority population (White).

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American Indian students demonstrated the largest gains in reading with an increase of 10 percentage points when comparing results for 2013 (59%) to 2014 (69%). White student achievement for this same time period remained flat at 70%. The results for Asian students increased slightly from 76% in 2013 to 78% in 2014.

MATH

The Asian student subpopulation results indicate 80% scored proficient in math, 13 percentage points higher than the majority population (White).

African-American, English Language Learners, and Multi-racial students all demonstrated improvement in the area of math.

WRITING

All subgroups demonstrated performance below the state average.

Asian students had the highest rate of proficiency at 70%, followed by White students at 56%. Fifty-two percent of Multi-racial students scored proficient in writing.

STATEWIDE SCIENCE ASSESSMENT

According to the 2015 Statewide Science Assessment results, American Indian students demonstrated the largest increase in performance (9 percentage points). This increase places this subgroup's performance within three percentage points of the majority population.

ALGEBRA 1 END OF COURSE (EOC) EXAM DATA

The Asian student subpopulation results indicate 87% scored proficient on the Algebra 1 EOC, 14 percentage points higher than the majority population (White).

When comparing results for 2013 to 2014, American Indian students demonstrated the largest amount of growth with an increase of 3 percentage points, decreasing the gap between this subgroup and the majority population.

Students with disabilities increased their performance on the Algebra I EOC by two percentage points from 2013 to 2014.

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

System graduation rates and the performance of Brevard students on the Scholastic Aptitude Test (SAT) are consistent with the findings from other data sources that illustrate notable achievement and improvement.

Graduation Rates

Graduation rates for Brevard Public Schools remain steady and significantly higher than the state average. Five year trend data for the system shows graduation rates improved from 80.6% in 2009-10 to 85.8% in 2013-14, the last year this information is available at the time of this report. According to the data for 2013-14, Brevard Public Schools ranked sixth in Florida for graduation rates, achieving a rate of 9.7 percentage points over the state average. This significant achievement is consistent with the reported student performance data from other assessments.

SAT performance

For the eighth consecutive year, the mean scores for Brevard Public Schools were significantly above the state and national averages for all subjects on the Scholastic Aptitude Test (SAT): reading, mathematics, and writing. When comparing data from 2014 to 2015, Brevard

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increased by 1 point in reading while Florida decreased by 5 points and the Nation decreased by 2 points. The system SAT results are consistent with the reported student performance data from other assessments, especially those categories combined to determine the district grade.

Areas in Need of Improvement

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

Comprehensive testing results beyond 2014 are not available as of this writing due to a delay in the Florida State Board of Education approving the new grading formula and cut scores for the new Florida Standards Assessment.

Since 2012, Brevard's overall performance on the Florida Comprehensive Assessment Test (FCAT) in reading, mathematics, and writing has declined or shown no improvement. The achievement in writing has shown a significant decline since 2012. Although there was a change to the cut score for proficiency in writing, the results are still below the expected levels of performance.

Year	Reading Proficiency	Math Proficiency	Writing Proficiency
2012	68%	67%	82%
2013	66%	66%	59%
2014	66%	66%	53%

Writing achievement also declined for students assessed using the Florida Alternate Assessment (FAA). In 2015, only 57% were proficient in writing - a decrease of seven percentage points when compared to 2014.

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

The percentage of students scoring Level 1 in reading and math on the Florida Comprehensive Assessment Test (FCAT) has increased or remained the same in both subjects since 2012, which indicates a negative trend in performance (Level 1 indicates achievement that is below grade level). The desired performance would be to see a decrease in the numbers of students scoring at Level 1.

Year	Reading @ Level 1	Math @ Level 1
2012	10%	15%
2013	12%	16%
2014	12%	17%

ACT PERFORMANCE

The system ACT-Composite Score performance in 2015 dipped to 20.8 from 20.7 in 2014. While this decrease is slight, it will be important to monitor this performance area.

Which area(s) indicate the overall lowest performance?

Writing performance has declined substantially since 2012, when results showed 82% of students in the system were proficient. The level of SY 2015-2016

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proficiency dropped substantially to 59% in 2013, and decreased even further to 53% proficient in 2014. Although there was a change to the proficiency level for writing during this time period, this area still represents the system's overall lowest performance area.

Writing performance was the lowest overall for students assessed using the Florida Alternate Assessment (FAA). When comparing Brevard students who took the FAA and who scored proficient to the state averages for the same assessment, Brevard scores were 11-percentage points below the state in writing (57% compared to 68%), representing a decline in writing performance.

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

For the purposes of this report, the comparisons are limited due to changes in the state accountability system for 2015 and the unavailability of official demographic data.

Florida Comprehensive Assessment Test (FCAT) Results

READING

Although all subgroups exceeded the state average by at least two percentage points, African American and Hispanic students declined in reading performance by one percentage point in 2014.

The subgroups of Low SES and White students maintained reading performance from 2013 to 2014, demonstrating flat performance.

MATH

The percentage of students scoring at or above proficiency in math according to the Florida Comprehensive Assessment Test (FCAT) was equal to or below the state average for four of the nine identified subgroups: American Indian, African American, Asian and English Language Learners.

All subgroups either maintained or showed at least a one point increase over 2013 results.

WRITING

The percentage of students scoring at or above proficiency in writing according to the Florida Comprehensive Assessment Test (FCAT) writing assessment was below the state average for all subgroups. When comparing results for 2013 to 2014, English Language Learners (ELL) and ESE subpopulations demonstrated the lowest rate of decline (-2 percentage points).

SCIENCE

The percentage of Brevard students scoring at or above proficiency in science on the 2015 Statewide Science Assessment was below the state average for four of the nine identified subgroups: African American, Asian, Multi-racial and English Language Learners.

When comparing 2014 to 2015, all subgroups other than American Indian students declined in performance.

ALGEBRA 1 END OF COURSE (EOC) EXAM DATA

The percentage of students scoring at or above proficiency on the Florida Algebra 1 End of Course (EOC) examination is below the state average for five of nine subgroups: American Indian, African American, Hispanic, Students with Disabilities and English Language Learners.

Between which subgroups is the achievement gap becoming greater?

Florida Comprehensive Assessment Test (FCAT)

READING

The greatest achievement gaps in reading exist for English Language Learners and Students with Disabilities. 2014 FCAT results show that the achievement level for each of these subgroups was more than 40 percentage points below the majority population (White) and Asian students.

MATH

The greatest achievement gaps in math exist for African American students, English Language Learners and Students with Disabilities. 2014 FCAT results show that the achievement level for each of these subgroups was 30 percentage points or more below the majority population (White) and Asian students.

WRITING

The greatest achievement gaps in writing exist for English Language Learners and Students with Disabilities. 2014 FCAT results show that the achievement level for each of these subgroups was 30 percentage points or more below the majority population (White) and Asian students.

State Science Assessment

The greatest achievement gaps in science exist for African American students, English Language Learners and Students with Disabilities. 2015 State Science Assessment results show that the achievement level for each of these subgroups was 37 percentage points or more below the majority population (White) and Asian students.

ALGEBRA 1 EOC Exam

The greatest achievement gaps in Algebra 1 proficiency exist for African American students, English Language Learners and Students with Disabilities. The 2015 Algebra 1 EOC Exam results show that the achievement level for each of these subgroups was 27 percentage points or more below the majority population (White) and Asian students. The most significant gaps were present for English Language Learners and Students with Disabilities.

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

ACT Composite scores, CELLA results and the performance of Brevard students on the Scholastic Aptitude Test (SAT) are consistent with the findings from other data sources that illustrate notable achievement and improvement.

ACT Results

The ACT Composite scores for Brevard, while continuing to be above the state and national averages remain flat. This is consistent with level performance in reading and math proficiency for 2013 and 2014 as measured by the Florida Comprehensive Assessment Test (FCAT).

CELLA PERFORMANCE

For the subpopulation of students assessed using the Comprehensive English Language Learning Assessment (CELLA), performance was stagnant in 2015 and either slightly below or comparable to the state for each of the subtests.

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CELLA Listening/Speaking Results

When comparing the 2014 to the 2015 aggregated data for all grade levels, Brevard demonstrated a one percentage point decrease, whereas the state demonstrated a one percentage point increase.

CELLA Reading Results

When comparing the 2014 to the 2015 aggregated data for all grade levels, Brevard and the state demonstrated a two percentage point decrease.

CELL Writing Results

When comparing the 2014 to the 2015 aggregated data for all grade levels, Brevard demonstrated a two percentage point decrease, whereas the state decreased by three percentage points.

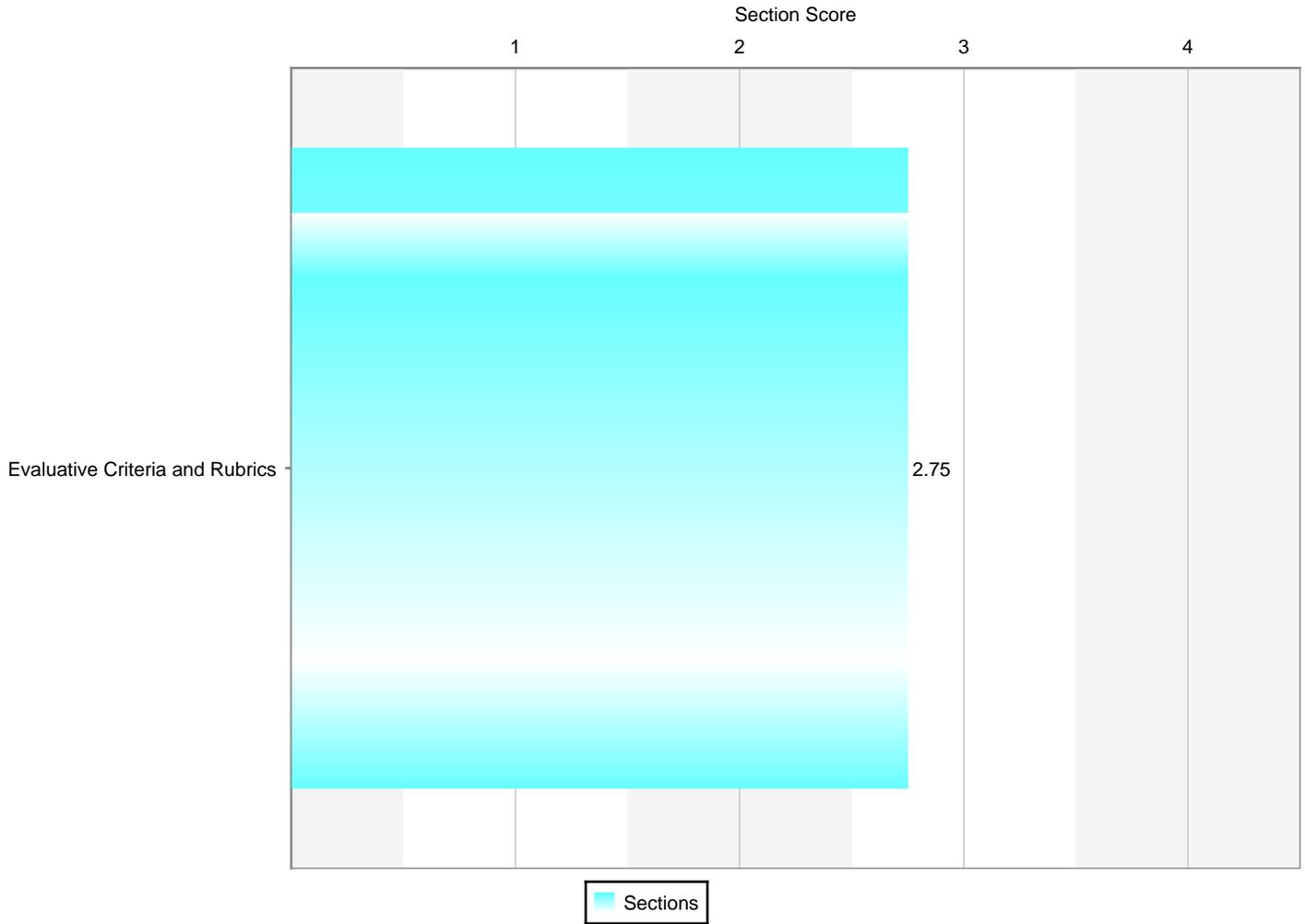
The CELLA results are consistent with level performance in reading and a decline in writing proficiency as measured by the 2014 Florida Comprehensive Assessment Test (FCAT).

SAT Results

Although the mean scores for Brevard Public Schools continue to be above the state and national averages for all subjects on the Scholastic Aptitude Test (SAT), performance remained somewhat flat. When comparing data from 2014 to 2015, Brevard increased by 1 point in reading, decreased by 2 points in math, and remained unchanged in writing. This is consistent with the reading, math, and writing proficiency levels achieved in 2013 and 2014 as measured by the Florida Comprehensive Assessment Test (FCAT).

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>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:</p> <ul style="list-style-type: none"> - 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		

Label	Assurance	Response	Comment	Attachment
3.	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		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	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		BPS 2013-18 DISTRICT STRATEGIC PLAN

Accreditation ReportBrevard County School District

Label	Assurance	Response	Comment	Attachment
6.	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		Brevard Strategic Plan 2013-18