



Accreditation Report

Escambia County School District

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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?

The School District of Escambia County is a geographically large school district encompassing 661 square miles with an additional 64,000 acres of water. The District stretches from the Alabama border on the north and west, south to the Gulf of Mexico and east to Santa Rosa County, Florida. The population of the county is currently estimated at 311,000 citizens. Within the city boundaries is a thriving downtown with many new restaurants and businesses, sparked by the construction of the Community Maritime Park that is home to the Blue Wahoos, a minor-league baseball team, and the University of West Florida's football team. It is also a site for a variety of events. During the past three years, new construction and renovations have expanded housing opportunities and provided additional support of the arts at the renovated Saenger Theater, Vinyl Music Hall, the Pensacola Museum of Art, and many galleries. From downtown, the District stretches north to include excellent health care services, the growing Navy Federal Credit Union, and two public higher education facilities, the University of West Florida and Pensacola State College. Continuing north, the county becomes rich farmland that produces soy, cotton, peanuts, and it is the location of International Paper Company, a major employer. At the most northern point of the District is the town of Century, which is an economically depressed area with high unemployment. The western area contains the huge complex of the Naval Air Station Pensacola, the Cradle of Naval Aviation and home of the Blue Angels. At the most southern point is Pensacola Beach which is known for its white sand beaches and great seafood. To the east are urban neighborhoods around Bayou Texar and Escambia Bay, Cordova Mall and other shopping areas, and the unique businesses of East Hill. Finally in the center of the District is another economically depressed area that has a high level of poverty and many challenges for families. By joining forces with Achieve Escambia, the District is working to improve the daily lives of the families while working to increase student achievement.

The school district serves about 41,000 students and has approximately 5300 full-time and part-time employees. There are seven (7) high schools, nine (9) middle schools, thirty-two (32) elementary schools, including one pre-kindergarten center, an adult technical center, and a center for severely disabled students. Three (3) schools are magnet schools which do not have an attendance zone; the students are selected by a lottery. Pre-kindergarten classrooms are located in schools designated as Title I schools and serve Exceptional Education Students (ESE) as well as general education students from those schools. The District provides a variety of programs such as the Program for Academically Talented (PATs) for gifted students and Second Chance, an alternative program for students who have been expelled. Camelot Academy, another alternative program, provides additional support for students who have behavior issues and is a concentrated program to modify the behavior and return the student to the regular school.

The median income in the city of Pensacola is \$34,779 and \$43,707 in Escambia County. The School District has a diverse population that includes 48.5% Caucasian, 34.7% African American, 2.5% Asian, 6.2% Hispanic, .6% American Indian, .3% Pacific Islander, and 7% more than one race. There are about 560 students for whom English is a Second Language (ELL), about 200 migrant students, and about 5,400 students with disabilities. These Exceptional Education students are identified and meet eligibility within fourteen (14) state disability categories. They are served through centers as well as in their home schools as is appropriate. The highly regarded Escambia Westgate Center serves the severely disabled and has the only Snoezelen Center in the area in the Lacey Collier Sensory Center. The District uses Direct Certification data for participation in the federal free/reduced lunch program. Under this process, thirty (30) schools are 100% certified. The percent of children from low-income families who are identified as eligible for free lunch with this process is 58.3%. This rate does not include reduced lunch percentages.

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The School District of Escambia County is led by an elected Superintendent, Mr. Malcolm Thomas, who has served the past eight years and was recently re-elected to serve four more. Under his leadership and with the support of four of five long-serving elected School Board members, many positive initiatives have occurred. The fifth member was just elected in November, but has a strong history with the District. The future of the District is positive and moving in the right direction.

System's Purpose

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

The formal mission statement was adopted more than twenty years ago, but still reflects the mission of the District:

The mission of the Escambia County School District is to provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation for continuous learning.

The most popular description of the District is the vision statement, which was adopted about six years ago. While working to meet this vision, all stakeholders are a part of the education of students:

"The School District of Escambia County is a place where parents want to send their children, students want to learn, teachers want to teach, and employees want to come to work."

The Standards of Behavior were developed about five years ago by a team of employees in collaboration with the union. There are seven standards: Pride, Teamwork, Privacy, Safety, Service, Stewardship, and Accountability. Each standard has indicators which are measurable.

The Strategic Plan is the foundation for the work of the District each year. It is based on five pillars:

Service: Efficient, effective, and friendly interactions with district employees, parents, students, and visitors.

Quality: Excellent student achievement; Improved behavior; Professional atmosphere; Positive public relations

People: Excellent work environment for staff; Well-trained, professional employees

Finance: Equitable allocation and optimal utilization of district facilities, systems, and funding

Environment: Safety, Efficiency, Continuity, and Health - Protecting district resources, staff, students, parents, and visitors; Providing technology to our schools

The Superintendent has as one of his goals a position of servant leadership. He "rounds" each school and department site multiple times during the school year. Under the pillar of Service in the Strategic Plan, the District has used parent/student/staff satisfaction surveys to track satisfaction with the educational system. In last year's Studer Foundation's satisfaction survey, 86% of parents and 70% of employees agreed/strongly agreed that the District met that goal. In the Parent Satisfaction Survey, parent satisfaction was at 4.35 (on a scale of 1-5), and the employee satisfaction score of 3.90 was an increase from the past year. The ratings are reported in the Strategic Plan and posted on the website.

As a District, several service projects are supported each year such as Fill the Mayflower (collection of canned food for Manna Food Bank), Relay for Life (support for American Cancer Society), United Way (a variety of services to the community), and Cram the Van (collection of school supplies). Schools often plan their own drives to support the community.

Under the pillar of Quality, the District reports achievement levels for a variety of indicators. In Florida the accountability system has been evolving since 2001. Each year adjustments have been introduced including changes in the standards, assessment instruments, and levels of proficiency required for the tests. The changes have proven difficult for schools to build and sustain measurable improvements. In 2014 the state moved to the Florida Standards that are based on the Common Core Standards and a new test, the Florida Standards Assessment SY 2016-2017

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(FSA) was developed. This year is the third one in which those standards have been followed, and much work has been done to provide curriculum frameworks for the standards for grades kindergarten to eight, end of course exams for selected high school courses, and professional learning for teachers. Moving to standards-based teaching using many sources have encouraged teachers to include project-based learning projects and MakerSpaces in their classrooms. Progress monitoring each nine weeks allows teachers to track each student's mastery of the standards.

One strength of the District has been the growth of the Escambia Virtual Academy (EVA) which now serves over 200 full-time and 1800 part-time students. The full-time students are home school students who were not a part of the District in the past. EVA is also used for course recovery and some advanced courses that might not be available in each high school.

The pillar of People encompasses Human Resources, and the District has been successful in meeting the highly qualified certification needs of schools 98% of the time. Through active recruiting, the diversity of the teaching staff has increased and the hard to staff positions have been filled. An evaluation system for all staff has been developed. Teachers are evaluated based on the Charlotte Danielson growth model, while the support personnel have a process that was developed in collaboration with the union. The competencies in the Escambia Educators Evaluation (E3) are evidence-based and emphasize a growth model. Administrators also have a performance-based evaluation. To support new teachers, the District developed the Successful Teachers Assisting Rising Teachers (START) program that provides a mentor/observing teacher for every beginning teacher. These mentors can also be assigned to a veteran teacher who is struggling. By providing the support and additional training needed, the retention rate is high and assures success for these teachers. Support personnel also have a new evaluation which was developed in collaboration with the union. The new evaluation documents are based on measurable indicators and are a point of pride for the District.

In the pillar of Finance, the District has absorbed some budget cuts over the past five years, mainly as a result of declining enrollment. Through careful planning, classroom positions have not been cut, and the District has received approval from the state as meeting the class-size requirements each year. Additionally, the highly popular half-cent sales tax initiative has allowed the District to build three new schools, with two more under construction this year. The new schools have replaced older schools and/or relieved overcrowding as a result of transfers allowed through NCLB or growth of new subdivisions. Every school facility has received at least one capital project to renovate or provide needed additions. In 2010 the District set a goal of a gymnasium at every middle school, and that goal will be reached by the end of this year. Each year for the past five (5) years, the department has received the Comprehensive Annual Financial Report (CAFR) award.

The Environment pillar sets the goals for the safety and health of students and employees. Food Services sponsors the Federal reimbursable Child Nutrition (CN) program in all public schools and serves breakfast in all fifty-one (51) schools. Thirty (30) community eligibility sites do not have to complete free meal benefits applications to be eligible. The Maintenance Department oversees repairs and preventive maintenance of sixty-three (63) sites, such as plumbing, electrical electronics, high speed copying, carpentry, painting, surplus operations, office machine repair, heating, ventilating and air conditioning.

In the past five years technology software programs have been greatly expanded. The District has implemented Focus, a student information system, that matches the needs of the District. In the financial arena, the District has moved into an almost paperless process for budgeting, payroll, and employee information using Skyward. Past records were scanned and now are available when needed. Schoolnet is an instructional management system that provides a vehicle to data access, to deliver and analyze formative and summative assessments, and to provide curriculum and instructional resources that can guide improvements in teaching and learning. The new software applications have enabled the District to use more cloud-based resources to improve efficiency and eliminate mainframe software applications that inhibited administrators and teachers access to data. The Focus Parent Portal has provided the means for parents and students to have real time information about the student's grades, as well as attendance and assignments. Schools also use email, texting, Facebook and Twitter to communicate with parents and students. The District website is continually updated with current information concerning the school

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calendar dates, school improvement plans, announcements, and upcoming events. This communication enables parents and the public to find information about the District as well as learn more about its goals and objectives.

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.

The District has improved the percentage of students graduating under the federal uniform rate. The District moved from 55.5% in 2010 to 76.1% in 2016. The number does not include students who received a Certificate of Completion or who pass the General Education Diploma test (GED). The percent of Students With Disabilities who graduate has also improved. In 2014, only 33% graduated. In 2016, it had increased to 46%. Also post-secondary industry certifications at George Stone Vocational Center increased 33% last year.

College scholarships for seniors have increased from \$16,000,000 in 2009 to over \$30,000,000 in 2016.

The use of technology has increased including wireless Internet access and the 1-1 ratio of Chromebooks in grades three through twelve. Additionally, professional learning for teachers has been a focus.

The District has increased the participation of middle and high school students in AP/Honors/Dual enrollment significantly. In 2009 5.1% of middle school students to accelerated classes. In 2015-16 15.3% participated. In 2009 11.7% of high school students were taking advanced classes. In 2015-16 it had increased to 17.7%. The number of minority students in advanced classes has also increased. In 2009, 3.9% of middle school minority students were enrolled and in 2015-16 it had risen to 15%. In 2013-14, 10.3% of minority high school students were taking advanced classes. By 2015-16 it had increased to 12%.

Industry-certifications have risen from 1020 in 2015 to 1420 in 2016 in high schools. The increase can be attributed to the creation of additional career academies in middle and high schools. Currently, middle schools have seventeen (17) academies and high schools have forty-seven (47).

The District is partnering with Achieve Escambia, United Way through the Education Summit, and Weis Community School agencies to support families in poverty.

In the Youth Motivator Mentoring Program, 1012 mentors work with 1073 students. In the past three (3) years, the District has increased from 270 to this number. The mentors meet once a week with the student at school. Some companies provide release time and other mentors come on their lunch break.

Public Schools Foundation for Excellence provided \$90,500 Grants for Excellence for the 2016-17 school year. The Foundation sponsors the Golden Apple Dinner to honor Teachers of the Year and recognizes senior students in the academics and the arts. Take Stock in Children has sponsored 269 students in their college studies. Over the last thirty (30) years, the Foundation has donated \$9,500,000 for classroom grants.

The District has received five (5) grants totally about \$7,000,000 from the Department of Defense Education Activity fund to provide additional support to schools who have a high population of military students.

The District has several district-wide business partners, including Sandy Sansing Family, Gulf Power, Navy Federal Credit Union, United Way, and Baptist and Sacred Heart hospitals. Other sponsors are Members First Credit Union and Pen Air Credit Union. One huge partner SY 2016-2017

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is Pensacola Naval Air Station who sends many volunteers and mentors into the schools. WEAR Channel 3 provides in-kind spotlights of educational news for the District. Schools also have formed partnerships with businesses in their communities.

Every Child A Reader Escambia ECARE) serves four (4) low-income schools and has almost 200 "reading pals" volunteers who read with a pre-kindergarten student each week.

The half-cent sales tax referendum was passed with a clear mandate vote of 65% approval. Clearly the voters of Escambia County support this tax which has resulted in a facility project for every school and transparent decisions by the Watch Dog committee.

The District has been issued credit ratings of High Quality - Aa3 - and a Very High Quality - AA - by Moody's Investor Services and Fitch Ratings.

School Choice is available at every level (elementary, middle, and high). The only restriction is the capacity of the requested school.

Discipline has improved. In 2009, 6,016 students were issued out-of-school suspensions. In 2015-16, the number had decreased to 2,029.

The Sansing Foundation is giving \$100,000 to the Escambia County School District over a two year period to increase Computer Science instruction in classes in all grade levels. The first \$50,000 of the grant funds will allow the District to do the following in 2016: provide all elementary schools with materials to support participation in Science Olympiad, with EV3 Mindstorm core sets, and LabView Programming Software, send seven district instructors to the Computer Science Teachers' Association Conference, provide the Robotics Academy at Pine Forest High School with Arduinos Microcontroller kits, and bring AP Computer Science courses and cover the cost for web development training for several high schools. The grant will be managed by the ECSD Workforce Education Department.

The District celebrated Five Star School awards at the following schools: Jim Allen, Bellview Elementary, Beulah, Blue Angels, Hellen Caro, N.B. Cook, Cordova Park, Global Learning Academy, R.C. Lipscomb, Longleaf, L.D. McArthur, Molino Park, Pine Meadow, Pleasant Grove, Scenic Heights, and A.K. Suter and Brown Barge Middle School.

Thirty-eight students represented Escambia County this week at the State History Fair in Tallahassee. Escambia County brought home a 1 first place entry, 1 second place entry, and 1 third place entry and 6 special prizes with an additional 5 entries making it in to the run-offs. Two winners will compete in the National History Day competition.

The Escambia County Elementary Sunshine Math Competition involved 29 elementary schools and over 630 students. Brentwood's Soloman Burt, the 1st place winner of the fifth grade individual competition, had a perfect score.

Escambia County student scientists shone at the 61st Annual State Science and Engineering Fair. Twenty-one students were recognized. Special congratulations go to Geneva Anderson for winning a \$84,000 scholarship from Florida Institute of Technology.

The Showband of the South from Tate High School performed for the 75th Anniversary of the Attack on Pearl Harbor in Honolulu, Hawaii.

The Escambia High School's NJROTC unit participated in the National competition. They were second in drilling and finished as the fifth best NJROTC Unit this year.

The Pine Forest NJROTC Shooting Team for winning the Five State Championship Meet.

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Florida's Commissioner of Education recently honored Ferry Pass Principal Rhonda Shuford as a member of the second class of graduates of the Commissioner's Leadership Academy. Marcia Nowlin, Director of Title I for ECSD, was selected to receive the 2016 NAFEP State Leadership Award. The Florida Council for the Social Studies (FCSS) selected Cherie Arnette, SS Curriculum Specialist K-12 for ECSD, as State President. In addition, Christopher Harris and Cyprienne Gyskiewicz were recognized as Escambia County's Social Studies Teachers of the Year. Tate High School teacher, Robin Blalock was honored with the J. R. Skretting Outstanding Leadership Award. Mike McCartan (aka Mr. Mac), a teacher at Longleaf Elementary School, presented "Mr. Mac's Self Directed P.E. Music," "Mr. Mac Says" is the name of the music used by the Florida Department of Education's Coordinated School Health Program.

Areas of improvement in the past 3 years

The District has seen the achievement scores rise and fall through the past five years for grades three (3) through eight (8). Since the last AdvancEd visit, the state moved to the FCAT 2.0 standards and tests and then in 2015 to the Florida Standards (based on Common Core) and a new test called the Florida Standards Assessment (FSA). The goal of the District is to mirror the state average, which is a challenge for some of our schools. Many different solutions have been sought to improve the achievement levels of students in the past two years. In Curriculum and Instruction, major changes have occurred to support the state's move to standard-based instruction. Curriculum Frameworks have been developed for English/Language Arts (ELA), mathematics, social studies, and several high school courses. Science has remained the Florida Sunshine State Standards. On the District website, excellent review materials are provided in subjects such as Algebra and Biology End Of Course exams, nine week science tests for elementary students, and additional activities for selected standards. These resources are also available for parents to assist their children.

The District has been implementing Vision 2020, the Superintendent's vision for providing a more personalized learning experience for every student by the year 2020, for one and a half years. In that period of time, all of the District's administrators and teacher leaders have participated in professional learning activities to help them transform the learning environment to this more personalized approach. Approximately one-third of the District's teachers in twelve schools have also participated in professional learning activities for the same purpose. Vision 2020 will be more easily enabled through the use of digital tools and content. The District has now provided enough digital devices for every student in grades three through twelve to have an individually assigned device for use at school and outside of school and has increased network infrastructure and internet bandwidth to enable those devices to be used at school every day. The focus for the next four years will be help teachers transform the learning environment in their own classrooms to one where students have more choices about how they learn and more opportunities to demonstrate what they have learned in a way that is meaningful for each student.

The highly popular half-cent sales tax initiative has allowed the District to build three new schools, with two more under construction this year.

Spencer Bibbs, a closed school, has been renovated to become a training site for the District as well as the home base for Title I and Professional Learning departments.

Internet services have been greatly increased, and all schools have access at this point. A variety of software platforms have been added, including a new student information system (FOCUS), financial package (Skyward), assessments/data information (Schoolnet), and assessment platforms like DEA and MAP.

The Transportation Department manages and maintains one of the largest student transportation operations in the United States and works daily to ensure the safety of the 24,000 students it transports. The efficiency and safety record of the department has been recognized across the country.

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For SWD the inclusion rates are above the state at 80% in regular class placement. (The state average is 73%.) Significant also is the increase in pre-kindergarten SWD students placed in regular classrooms. In 2013-14 it was <1%. In 2015-16 it had increased to 20%.

A wide variety of parent involvement opportunities have been offered from the schools as well as the District. Searching for the best models for collaboration with families, training and materials have been offered as well as flexible times that fit parent/guardian schedules.

Areas of improvement for the next 3 years

The Superintendent will support his Vision 2020 by maintaining a 1-1 ratio of Chromebooks to students for grades three (3) through twelve (12). Students will receive another mobile device as they enter middle or high school. Students will take more ownership of their learning, and teachers will use technology to deliver instruction. Also a part of this initiative is support for the media centers to become Innovation Centers and to provide opportunities for students to create and construct original projects in MakerSpaces. The next phase will be to move to personalized learning to give students the opportunity to choose how they best learn and how to show mastery of the standard (voice/choice).

Curriculum and Instruction will strengthen the use of curriculum frameworks in schools to move to standards based instruction for teaching, learning, and assessment. A move to authentic assessments is a part of this goal as well as accountability measures to assure the frameworks are followed through the use of the Danielson Framework where most of the highly effective indicators demonstrate a student-centered approach to learning.

In collaboration with corporate leaders and community agencies, the groundwork has been laid to support Achieve Escambia, Cradle to Career. The vision of this initiative is to link all resources to support a positive improvement in the lives of Escambia County citizens, beginning with early childhood years and readiness for school. Another initiative is the Weis Community School, which is being implemented with community agencies including UWF, the Children's Home Society, and the Health Department. Lastly working with the United Way, the Education Summit brings many district agencies together to meet the needs of schools that serve students in low-income schools.

Workforce Education will continue to evaluate high school career academies and make changes as needed to respond to community needs.

Professional Learning will provide training in the use of a wide range of materials/sources for teachers as well as additional training in the effective use of data in classrooms. The use of Google Classroom to deliver training will provide an avenue for collaboration among teachers.

The District will continue to work with the half-cent sales tax Watch Dog committee to improve District facilities.

Additional Information

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

No additional information given.

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 process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly 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 •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness 	Level 4

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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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership maintains 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 	Level 2

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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•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	Level 3

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

1.1

The District engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a system-wide purpose for student success. With a commitment to transparency, the District continually states its vision to "create a District where parents want to send their children, students want to learn, teachers want to teach, and employees want to come to work."

The formal mission statement reflects the mission of the District. It is posted in the boardroom and is referred to during discussions. "The mission of the Escambia County School District is to provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation for continuous learning."

The District's website reflects the openness of its purpose through the many departments, individual school websites, and a wide variety of reports and audits uploaded for review. Each year the School Board holds a special workshop to review and discuss the data for the Strategic Plan and then sets new goals and objectives. Successes as well as disappointments are discussed and suggestions are shared. The School Board meetings are open and include a public forum. In addition, the Board and District staff participate in the workshops and open discussion meeting each month. The Superintendent's goals are announced each new year and posted on the website, and the State of Division reports reflect the goals and the data for each department in the District. School data is also posted as well as the School Improvement Plans that are presented along with the school budgets during the School Advisory Council meetings. Many documents are on the website, including the annual report (which is also published in the newspaper), Newsletter 411, Student Progression Plan, etc.

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The newest initiative is Vision 2020 unveiled by the Superintendent two years ago. Using surveys from the District and community members, he monitors the reaction and results of the goals.

1.2

The District ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. District school-based administrators have specific responsibilities and planned meetings with the Superintendent to complete the requirement. Accountability begins at the Superintendent level as he "rounds" each school multiple times during the school year. Level directors also are closely involved holding school-based administrators accountable through frequent visits and regular meetings. School leaders are held responsible in their annual evaluations, reports to School Advisory Councils at each school, and monthly meetings with other school administrators, the level directors, and the Director of Differentiated Accountability (DA). The Superintendent and executive staff attend these meetings as well. These schools are staffed first in order to make sure a certified teacher is in the classroom on the first day of school. This year Studer Education created a profile of each school and published an article in the Pensacola News Journal in order to inform the public about the barriers to success the school faces.

Each School Improvement Plan is reviewed by the appropriate level director and approved by the School Board. Schools that are included in Differentiated Accountability (DA) meet with District staff and the Superintendent throughout the year and are assigned a "champion" (District leader) who visits the school frequently.

One of the Superintendent's primary goals is to ensure that each school has a certified teacher in every classroom on the first day of school. Recognizing that the beginning of the year will set the tone in each classroom, Human Resources monitors the staffing of each school and coordinates with school principals to assure achievement of this goal. The department also collects information about teacher absences and use of substitutes, and the open positions are monitored and filled as soon as possible.

1.3

The District is committed to a culture based on shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students. Beginning with the Administrators Conference in July, Superintendent sets the vision for all employees for the school year. Professional learning is provided throughout the school year for school leaders and staff. In the Curriculum and Instruction division, directors and coordinators plan and implement a wide range of programs to meet the needs of each child. Each subject area specialist and Exceptional Student Education (ESE) coordinators spend time in schools observing teachers, providing feedback, and leading professional learning. The Office of School Choice provides parents and students a process so they can select a school outside their attendance zone.

A team of leaders from all divisions in collaboration with the Escambia Education Association (union of professional and support personnel) created the Standards of Behavior which clearly delineates the expectations of behavior of all employees.

1.4

Leadership at all levels implement a continuous improvement process that provides clear direction for improving conditions that support student learning by keeping the purpose and mission of the District at the forefront of every person's mind. The District provides support for curriculum at the school level that is focused on improving academic instructional practices for student learning through subject area specialists and academic coaches. The Master Inservice Plan also provides training where needed to support the teaching process. A variety of events are designed to encourage teachers and leaders throughout the school year. One of these is the Golden Apple Academy

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whose members are the Teachers of the Year for the District. This initiative is made possible by Wendy's. "Edcamp" is an opportunity for teachers and/or administrators to meet to research and study a common topic. Elevating Celebrating Effective Teachers (ECET²) is a program that provides opportunities for leadership to teachers who have been identified as future administrators. For the past two years the District has sponsored training on understanding the challenges of poverty which provided enhanced understanding for administrators, teachers and support personnel. Over 2000 employees have participated in the workshops. The Escambia Association of Administrators in Education plans a winter conference for members, and the Elementary Principals' Association has a spring retreat. One strength of the District is the common purpose of increasing student achievement though working together and supporting each other.

Governance and Leadership

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

Overall Rating: 3.0

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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	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. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	<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 •Proof of legal counsel •Governing authority training plan •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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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 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 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 •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 3

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 improvement efforts and innovations in the educational programs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders 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 •Involvement of stakeholders in a school improvement plan •Involvement of stakeholders in district strategic plan 	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	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.

2.1

The School Board has established policies and support practices that ensure effective administration of the system and its schools. The Board outlines the policies and the District prepares the procedures. The District continues to make excellent progress capturing and institutionalizing procedures. All four Divisions routinely create and update Standard Operating Procedures (SOP's). Some divisions have fully developed procedures while others have only emerging ones. School Board policies are annually updated using a comprehensive update process that has been in place for some time.

2.2

The School Board has a process to ensure that its decisions and actions are responsible and effective. The District has made considerable progress with respect to widespread employee awareness training, and there is a continued commitment to ethical behavior. The code of ethics coupled with well thought out reaction protocols to address employee issues along with an ever-growing professional development spectrum of related offerings for all employees and positions the District well in this area.

The members of the School Board have participated in the certification trainings offered by the School Board Association of Florida as a part of their commitment to their role on the Board. The roles of the Board and the Superintendent are clearly defined and respected.

2.3

Leadership at all levels have the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. A very high level of leadership autonomy has been achieved throughout the District. Clear procedures coupled with constant executive-level leadership to assure this autonomy provides authority to all site-based administrators, department heads and managers to maximize their

operations, unfettered by layers of bureaucracy. A "run 'til tackled" mindset has begun to take hold, and creativity is at an all time high.

2.4

Alignment to purpose and mission is unquestionable. The Strategic Plan is regarded as the compass for all initiatives. The District creates a series of State of Division annual updates that clearly show every department of every division making continuous improvements all aligned to the specific goals and objective within the Strategic Plan. These State of Division reports also offer a longitudinal history of sustained and coordinated progress in every department district wide.

2.5.

The level of sophistication of collecting input is substantial. Silo-driven decisions are extremely rare in the District. Full time positions for community and volunteer coordinators assist in managing widespread continuous improvement efforts at all levels that actively engage all stakeholders, both internal and external to the District. Climate surveys, customer service surveys, and routine site performance and needs assessment visits (referred to as "rounding) in the District, as well as a multitude of other techniques, are used to capture as much input as possible before making critical operational decisions.

2.6

Leadership engages stakeholders effectively in support of the system's purpose and direction. The District has made massive progress in the employee evaluation arena. Recent evaluation tools and methodology changes have completely revitalized the antiquated process. Now alignment to purpose and individualized employee performance expectations are infinitely clearer. A before and after comparison of the employee evaluation methods provides clear evidence. This improvement is a point of pride for the District.

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: 2.92

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 • Course or program descriptions • Lesson plans • Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices • Posted learning objectives • Enrollment patterns for various courses and 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 •Standards-based report cards •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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •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 •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 	Level 3

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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 beyond classroom observation 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 •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success 	Level 4

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.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote 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 sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	<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 •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 cross curricular or program projects, interdisciplinary instruction, and classroom action research projects 	Level 2

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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 •Samples of exemplars used to guide and inform student learning 	Level 2

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"> •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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	<ul style="list-style-type: none"> •Performance-based report cards •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 	Level 4

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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"> •Description of formalized structures for adults to advocate on behalf of students 	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.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting •District quality control procedures including the monitoring of grading practices across all schools •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting 	Level 3

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 	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 all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<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	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.

Indicator 3.1 stresses the importance of the system providing equitable and challenging learning experiences and ensuring sufficient opportunities to prepare students for success at the next level. School District support staff work closely with school level stakeholders to determine what new strategies or programs will meet the needs of students in preparation for the next level, whether it is in elementary, secondary or post-secondary endeavors. The most far-reaching District endeavor has been the acquisition of more than thirty-four thousand (34,000) Chromebook devices for all students in grades 3-12. These devices, and the increase in the challenging, personalized learning that is being pursued will be the catalyst for meeting the needs of both students and the workforce. The Chromebooks alone will not revolutionize the learning, but instead the opportunity for voice and choice for students and the ability to apply concepts and learning to real world situations will cause the revolution. To reinforce the shift in instructional practice, there are many levels of District support in place to prepare teachers to teach in a new and more engaging manner. It is also necessary to provide resources to families and caregivers so they are able to support the device usage at home and benefit from this access as well. The seven (7) District subject area specialists ensure the Florida Department of Education curriculum standards for each class/course are provided to teachers in an effort to provide equitable opportunities for learning. Subject area specialists work with teachers to create curriculum pacing guides aligned to the Florida Standards as well as blueprints for assessments. Through SchoolNet, both formative and summative assessments are created that are aligned to the state standards. This empowers teachers to base their instruction on student data and provides the data that subject area specialists need to deliver specifically targeted professional development. Adjustments to curriculum are addressed when state assessment data is released and throughout the school year based on data from probes and formative and summative assessments. Teachers are being trained to individualize learning opportunities to meet the needs of students and to use technology to enhance learning. The school district employs thirteen (13) teachers on special assignment in all subject areas and in the Instructional Technology Department to provide training and coaching for school-based administrators and teachers on how to utilize the digital tools being provided. These support services are available to all schools but focus on Title I schools and/or schools that are at-risk because of school accountability measures. The most effective way to prepare students for the future is to present rigorous learning experiences that scaffold support and follow the standards. This does not occur unless teachers are able to plan effective lessons. Therefore, District support has concentrated its focus on lesson planning that addresses the Florida Standards in project-based, real world applications. One of the ways that the District has accomplished this at the secondary level is with the expansion of career academies. With over sixty (60) career academies in our middle and high schools and a school choice policy that empowers and encourages secondary students to seek out learning opportunities based on their personal

interests, students may begin to explore career choices that can lead to meaningful employment in the future. The school district has also supported the J. H. Workman International Baccalaureate Middle Years Programme (IB MYP) for the entire population of this school. This programme requires extensive enrichment curriculum for students in addition to the four (4) core content courses. All students participate in the arts, physical education, technology integration, and foreign language courses at J. H. Workman Middle School. Because of our District choice plan, the IB MYP program is available to all middle school students in the county. The school has received additional staff to ensure that every elective course is available to each student. Teachers have ninety (90) minutes of planning time each day. The additional planning time helps teachers continue to improve their practices in planning engaging lessons and teaching the IB units of study.

Indicator 3.2 assesses how well data from multiple sources is used to inform instruction. There are multiple ways in which academic data is used to adjust instruction for all students. Elementary and middle schools monitor student progress in grades K-8 using tools such as Discovery Education Assessments (DEA) or the Northwest Education Association Measures of Academic Progress (NWEA MAP) assessment three (3) times per year. High schools monitor student progress based on data from probes, formative and summative assessments including district semester and end of course exams and Florida Standards Assessments. In addition, in subjects where specialists and teachers feel more frequent assessment is needed to monitor progress, quarterly assessments have been developed and implemented. These assessments are available district-wide via SchoolNet. Using SchoolNet, teachers and subject area specialists analyze student data to determine areas where students need remediation. Subject area specialists make changes to curriculum in order to allow students who are struggling to master standards more time. They also collaborate with teachers to identify and support specific instructional strategies to improve student achievement in areas where weaknesses exist. Schools also use the Florida Assessment for Instruction in Reading (FAIR) testing data to monitor reading progress and make decisions for remediation throughout the school year. This data has been used to identify the students that will benefit from participation in the Read 180 curriculum. Several schools use Achieve 3000 to support students that are fluent readers but still struggle with complex content. One middle school has worked extensively with Southern Regional Education Board to improve teachers' ability to formatively assess students in their skills. Formative Assessment Lessons are routinely used to determine student awareness and understanding of new material so that the lessons that are presented can have the proper differentiation for students. The assessment results provide valuable information regarding mastery of standards to teachers, parents, and students. Teachers use the results to inform their future instruction and individualized learning opportunities for students. Students use their results to set learning goals and objectives for themselves. Additionally, instructional reviews occur three (3) times a year at several district schools. These reviews involve the superintendent, district staff members and the school's leadership team consisting of administration and teacher leaders. Each review includes an analysis of student performance indicators, school needs, district level support, and any additional concerns or challenges based on the data that the school needs assistance with. Writing portfolios are utilized to assess student progress from year to year and district training is conducted to assist teachers in scoring student writing. At the middle school level, the district's subject area specialists have provided quarterly tests that can be accessed via the SchoolNet platform to assist teachers with determining how well students have mastered the standards.

Indicator 3.3 considers engaging students in their learning through instructional strategies that ensure achievement of learning expectations. As mentioned in 3.1, the District has purchased more than thirty-four thousand (34,000) Chromebooks in an effort to engage students in a manner in which they are most comfortable, digitally. Recently, the District adopted Vision 2020 as its way to articulate an expectation for increasing student engagement throughout all classrooms. There is a strong belief throughout the District that student engagement is the driving force for improving learning outcomes. With Vision 2020 comes a focus on personalized learning. Personalized learning empowers students with voice and choice in the learning process. It is a student-centered approach that is facilitated by the teacher, based on each learner's mastery of the standards. A personalized approach will take into account each learner's unique learning style, abilities, and interests. It is built on the premise that learning happens anywhere, anytime, and in flexible learning spaces. There are numerous examples of successes across our district, however we recognize that much work is still needed. There are numerous successes in classroom across the District, where teachers have embraced personalized learning and are working towards a student-centered classroom. At the district level, there are a number of events that engage and challenge students, such as BEST (Boosting Engineering, Science, and Technology)

Robotics, Cyberthon, Sunshine Math Competition, Flight Adventure Deck, Science Fair, and Science Olympiad.

Many media centers across the District have been transformed into Innovation Centers. Activities in these Innovation Centers are hands-on and highly engaging for students, allowing them to explore more complex concepts in an accepting environment. Many activities encourage and foster teamwork, collaboration, and creativity. Our students become inventors, designers, and entrepreneurs as they use problem solving and critical thinking skills. Innovation centers foster the development of self-directed and self-assessing learners for the 21st Century. On-going training for teachers is essential for systemic improvements with instructional practice to occur in all classrooms. Additional training will increase opportunities for personalized, project-based learning requiring student collaboration, self-direction, and critical thinking skills. Extensive district training has been done to support teachers in utilizing project-based learning strategies in their lessons. Teachers are encouraged and trained to use Document Based Questioning resources in our secondary schools to further enhance student ability to problem solve and think more deeply. Instructional Technology Teachers on Special Assignment have provided district and school based training for teachers in the use of Google Tools in their classrooms. There are numerous teachers throughout the District that use Google Classrooms for all of their courses. During the summers of 2014, 2015 and 2016, Instructional Technology Teachers on Special Assignment provided training for administrators. They held the Administrator Technology Institute/Admin Unconference where administrators were able to model and apply the International Society for Technology in Education (ISTE) Administrators' Standards. As a result, administrators were able to design, implement, and assess learning experiences to engage faculty as well as improve student learning outcomes. During the 2015-2016 school year, all middle and high school principals and assistant principals were trained and supported in using Google Tools. As a result, many teachers use Google Classroom exclusively. In addition, the elementary administrators participated in the Beyond the Google Apps for Education. These sessions provided administrators opportunities to explore a variety of Google Suite apps that can impact student engagement and achievement. The Google Digital Literacy and Citizenship Curriculum, CSFirst, and Lego Build with Chrome and Google Expeditions were all explored. Since 2013, Discovery Education Assessments along with Discovery Education content has been used extensively in our K-8 schools. Information Technology Teachers on Special Assignment have been responsible for assisting our schools with utilizing these assessments and content to the fullest extent possible. A Discovery Education Leadership Academy was held in January 2016 to ensure that teachers are supported in the implementation of digital literacy instruction and assessment.

Indicator 3.4 considers system and school leaders' support of the improvement of instructional practices designed to ensure student success. In Escambia County, all school leaders have been trained in the use of the Effective Learning Environments Observation Tool (ELEOT) and are expected to use the tool when conducting classroom walk-throughs to monitor instructional practices in classrooms and provide meaningful feedback to teachers. Coaching (Consulting Teacher) support is provided to all novice teachers (first year to the profession) through the district's Successful Teachers Assisting Rising Teachers (START) Program. The START Program is a collaboration between the Escambia County School District and the Escambia Education Association. START's primary purpose is to create an atmosphere of learning and support for first year (novice) teachers by assigning them a highly effective, experienced teacher (consulting teacher) from within the District who can facilitate their development toward being a quality educator. This program increases the likelihood that each student has the opportunity to be taught by effective teachers. Each novice teacher is mentored on a weekly basis by their consulting teacher. The novice teacher will be formally evaluated seven times in the course of a year and informally evaluated four (4) to six (6) times in a year. The consulting teachers are trained in the Danielson Rubric and our evaluation system prior to being activated as consulting teachers, and each must pass a certification exam in Danielson. Each consulting teacher is also trained extensively by the New Teacher Center on the best practices associated with being a mentor. In addition, the thirteen (13) consulting teachers provide professional learning to the novice teachers throughout the year. Each consulting teacher rotates back to the classroom or into administration after holding the consulting teacher position for two (2) to five (5) years. The rotation allows us to send back to schools experienced teachers with extensive training in mentoring, the Danielson rubric, and how to provide quality professional development. For the last three (3) years, the state of Florida has provided approximately one hundred thousand (100,000) dollars annually in a grant allocation designed to improve leadership in the school district and build capacity amongst our teacher leaders. McKay Consulting and Studer Education have worked with current and new administrators to enhance their understanding of the Danielson Framework, which is the foundation for the District's teacher evaluation

system. This additional support and coaching has improved administrators' ability to recognize effective and highly-effective practices in our classrooms. In addition, the level directors have access to the evaluation system so that gaps in evaluation and feedback can be identified and closely monitored, resulting in additional training when needed.

Turnaround Solutions provides targeted coaching and instructional support for Warrington Middle School. This additional support has been instrumental in improving instructional quality at this lower performing school. The Turnaround Solution instructional coaches provide weekly training on standards-based teaching and assessments and support new teachers in working with their content and classroom management.

Indicator 3.5 provides evidence showing the District encourages collaboration among teachers that support improved instructional practices and learning outcomes, however, we also recognize there are a number of constraints that make it difficult for all system staff to participate in collaborative learning communities on a regular basis. Constraints include limited time for teacher planning and the limited availability of substitute teachers. The District also recognizes that the best instruction occurs with a certified teacher in the classroom, therefore, efforts are made to limit days that teachers are not teaching their students. While the District recognizes its need for improvement in this indicator, there are areas of success that exist. The Master Inservice Plan is updated annually to ensure course offerings are aligned to the overall mission of the school district and are based on research-supported practices. Many school-based Professional Learning Communities (PLC) exist with the goal of assessing student needs and opportunities for improving student learning, district subject area specialists assist teachers by providing additional curriculum resources needed to meet student needs. Subject area specialist also conduct PLCs, often using the Google Classroom platform as a way to facilitate participation anytime, anywhere, thus eliminating the need for teachers to be out of the classroom. There are several middle schools that have built collaborative time into their schedules in recent years. J. H. Workman IB MYP has ninety (90) minutes of planning every day for their content area teachers. The school uses at least two (2) of these planning days each week for collaboration and professional development in an effort to improve the lesson structure and unit planning that is required of an IB MYP school. The District has supported these efforts by staffing the school beyond the typical staffing criteria to support this daily planning. Woodham Middle School implemented a double block schedule during the 2015-16 school year as part of Vision 2020 and the roll-out of Chromebooks for all students. This schedule has continued during the 2016-17 school year. The ninety (90) minute planning blocks that this schedule provides is used for collaboration time and professional development. The District has supported this initiative by providing additional staffing for electives so that students have adequate course offerings throughout the day.

All high schools use a "zero planning period" to support a collaborative learning community. During zero planning, staff participates in professional learning communities that promote discussion about student learning. Teachers work together to determine what each student must learn, monitor student progress and plan interventions for struggling students. District specialists work with school administrators and teachers to support collaborative learning within schools as well as across the District. Best teaching and learning practices are shared at administrative and specialists meetings. High school principal meetings are held at least twice a year on high school campuses to focus on best teaching and learning practices. Elevating and Celebrating Effective Teaching and Teachers (ECET2) is an event for teachers that provides a forum for exceptional teachers to learn from one another and to celebrate the teaching profession. The District has held an ECET 2 conference annually for the last three years. There are six (6) key beliefs of ECET2. They are: nurturing trust among teachers; focusing on each teacher's potential for growth; inspiring both the intellect and the passion that drives teachers in their work; providing time for collaboration and learning; putting teachers in the lead; and recognizing teachers as talented professionals. FDLRS staff in Escambia County continues to provide Collaborative Teaching training and thus far, nearly two hundred (200) people have completed this training.

Indicator 3.6 addresses how well teachers are implementing the system's instructional process in support of student learning and whether best practices are evident to guide and inform students of the expectations and expected performance. The district subject area specialists meet with all of the teachers at the beginning of the school year and discuss the pacing of the curriculum and provide pacing guides to teachers. These pacing guides provide additional resources and samples of lessons that will support the learning goals for the standards.

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The subject area specialists and teachers on special assignment also work with the school-based coaches to support their efforts to provide consistent school-based training for teachers. The subject area specialists and teachers on special assignment, along with school-based administrators work with teachers to utilize common board configuration and graphic organizers to help children understand the learning goals and objectives for each day. Subject area specialists have also developed test items and resources to help teachers and administrators determine students' progress towards demonstrating mastery of the standards. These resources are available to all teachers via the District's SchoolNet platform along with subject area specialists' websites.

Indicator 3.7 demonstrates the ways in which the District supports instructional improvement through mentoring, coaching and induction programs in the system. The District has a number of approaches to supporting teachers in the teaching profession. Additionally, the District recognizes the importance of fostering teacher leadership on our school campuses that may result in career opportunities to serve our students and families in a professional and/or administrative capacity. Teachers in their first year of teaching participate in the district's Successful Teachers Assisting Rising Teachers (START) Program. The START program provides a Consulting Teacher (CT) for each Novice (first year) teacher for the entire school year. The CT serves as mentor as well as the evaluator for the novice teacher. The Consulting Teacher conducts numerous observations throughout the school year and provides feedback and support for the novice teacher. New teachers who are non-teacher trained are required to participate in the Escambia Alternative Certification Program (EACP). This program provides support and practical tools for participants in order to promote a positive classroom learning environment that will increase student achievement. To ensure the learning and continuous progress of all students, high expectations must be coupled with strong support, including intensive mentoring for non-teacher trained teachers. In addition to a strong classroom management component, EACP participants are required to complete Competency 2 of the Reading Endorsement. Competency 2 helps teachers acquire an understanding of the principles of scientifically-based reading research as a foundation of comprehensive instruction. The Escambia Principal Preparation Program (EPPP) was created to identify teacher leaders who demonstrate capacity for future success as an instructional leader. This two (2) year program consists of professional learning opportunities designed to teach participants how to be effective school leaders. Staff accepted into the EPPP are eligible to apply for assistant principal positions. Through this program, newly appointed assistant principals receive two (2) years of intensive support from a Clinical Educator. In previous years, the District paid retired principals to return in a Clinical Educator role to support the new assistant principal in completing a portfolio that documents mastery of the Florida Principal Leadership Standards. Our current practice is to provide Clinical Educator support from experienced administrators and level directors rather than retired employees. This new process will be monitored for effectiveness and assistant principals will be routinely surveyed to ensure their needs are being met as they learn to evaluate teachers and staff and support the instructional environment of the entire school. Upon successful completion of the EPPP, the Superintendent recommends the assistant principal for principal certification. To further support new assistant principals and consulting teachers with their evaluation skills, McKay Consulting has provided services one (1) week each of the last three (3) years to support a calibration process and support these evaluators with coaching and practice in providing feedback to teachers to improve their practice.

Indicator 3.8 focuses on the system and schools engaging families in meaningful ways. The District has implemented significant efforts to engage families in their children's education and has put measures in place at the district level to help keep parents informed of their children's learning progress. The Focus Parent Portal is the easiest way for a parent to monitor their children's progress. This on-line tool allows parents to see current grade information for their child/children. Teachers are required to post grades to their gradebook on at least a weekly basis. Most teachers post grades much more frequently. In addition to gradebook information, the District as well as individual schools can post important messages to the Parent Portal. The District's website has a wealth of information for families, and community stakeholders. The "Upcoming Events" section displays District and school-based activities. The "Calendar" tab lists numerous specific calendars, such as athletics, testing, graduation dates, etc. The ECSD News section of the website lists numerous newsworthy events. Additionally, the District has a Facebook page and a YouTube site. Graduation Ceremonies are broadcast live on YouTube and recorded for future use. The District also sponsors Parent Nights periodically, and recently brought renowned author and speaker Marcia L. Tate, Ed.D to share insights on how to prepare children for success in school and life. Schools conduct a variety of activities throughout the school year

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designed to engage parents and provide tools and resources to help their children be more successful. All schools ensure parents have access to multiple ways to stay informed, including parent-teacher conferences. Escambia High School is piloting the Canvas Learning Management System that includes an App that enables parents to stay connected to school information, upcoming events, and their children's specific assignments and grades. As the district schools have received Chromebooks for students to take home, they have conducted parent meetings throughout the day to meet the needs of the families. The parent meetings have helped families adjust to the new mindset of having this device at home for family use.

The School District sponsors an annual School Choice Expo in the fall. Teacher and student representatives from schools with special programs and/or Career Academies are present so parents and students can be informed about choice options that are available. While these opportunities are often most interesting to 5th and 8th grade families, the Expo is visited by students of all ages to help them explore their interests and plan for their academic career. The District estimates that approximately one thousand (1000) students and parents attend this annual event.

Indicator 3.9 focuses on how the system has designed and evaluated structures where each student is well known by at least one (1) adult advocate in the school. The district recognizes the importance of this indicator. Each student needs and deserves to have at least one adult advocate who knows the student and supports his/her educational experience. At this time a formal structure at the District level which supports school personnel long-term interaction with individual students and ensures all students participate in the structure. While improvement is needed, there are a number of district efforts and initiatives that are in place to educate employees on the importance of an adult advocate for each student, the importance of building relational capacity in every classroom, and the importance of developing an understanding of the effects that poverty has on so many of the students we serve. Examples of these efforts include Capturing Kids Hearts training, provided by the Flippen Group; Trauma Informed Care training; and Why Poverty Matters, provided by Dr. Pawloski. Additionally, the number of district mentors has significantly increased over the past few years. Currently, the District has one thousand twelve (1,012) registered mentors who serve one thousand seventy-three (1073) students throughout forty-nine (49) schools. This is an increase of seven hundred forty-two (742) mentors over the last three (3) years. On April 12, 2016, the District showed the movie Paper Tigers to all principals. This movie chronicles the lives of a group of high school students at Lincoln Alternative High School, located in the rural community of Walla Walla, Washington, that radically changed its approach to disciplining and working with its students. This alternative high school researched the effects of trauma on children and utilized a new model for how to break the cycles of poverty, violence, and disease that adversely affect students. Instead of suspension and other forms of punishment, wrap-around services provide needed treatments for students. The Paper Tigers movie aptly demonstrates that just one caring adult can break the cycle of adversity in a student's life. After viewing this movie, principals used the information as a catalyst for incorporating more opportunities for teacher to student advocacy for the 2016-2017 school year. Ransom Middle School started an advisory program for their 6th-8th graders where the students will have the same teacher advisor for all three (3) years of middle school. Warrington Middle School contacted their feeder elementary schools in May to identify the students that would have difficulty transitioning to middle school because of challenging home situations. These students are being mentored specifically by the adults in the school to support them in addition to the classroom teachers. Another middle school has identified students that have struggled behaviorally in the past and has established clubs for those students led by the administrators and counselors in the school. Alternative programs on our secondary campuses have developed a therapeutic focus where students are taught pro-social behaviors and given additional behavioral support.

Indicator 3.10 focuses on the system setting clearly defined criteria for grading and reporting. Common grading practices and reporting policies are used across the District and are articulated in the District's Student Progression Plan (SPP). The SPP is reviewed annually and adopted by the Board to ensure compliance with state statute. All teachers have access to the district's Focus gradebook and receive appropriate training regarding its functionality, etc. In addition, teachers receive training on how to apply the appropriate Board approved grading scale as it relates to their assignments, projects, formative, and summative assessments. Resources to ensure consistent grading practices across the District are provided to teachers. Parents/guardians receive information regarding their child's academic progress on a

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regular basis. Report cards are intended to relay grades, student conduct, attendance, and teacher comments. Parent conferences are held with all kindergarten and first grade students. Conferences are held each nine (9) weeks with students who are at risk of retention in first grade. Teachers discuss the student's progress and review the student's report card and other pertinent data as it relates to the child's promotion at the end of the school year. The Florida Standards mandates an instructional shift to teaching, assessing, and grading utilizing a standards-based grading practice. In preparation for the shift, the director of Professional Learning, along with several subject area specialists participated in a number of book studies to enhance their understanding of effective grading and assessing practices. The following books were the focus of these book studies: Classroom Assessments & Grading That Work, by Robert Marzano Assignments Matter: Making the Connection That Help Students Meet Standards, by Eleanor Daugherty Developing Standards-Based Report Cards, by Thomas R. Guskey & Jane M. Bailey Using Data to Improve Learning for All: A Collaborative Inquiry Approach, by Nancy Love. In addition to the books listed above, the director of Professional Learning and subject area specialists study the Florida Standards that are posted on the State's resource site known as CPALMS. The District Social Studies Specialist worked with a team of teachers to develop a Layered Curriculum that allows students to earn grades based on the level of complexity of the assignment that the student completes that demonstrates the student's level of mastery of the standard's expectation. In addition, our English Language Arts department provides training for teachers on how to score writing using the Florida Writing rubric as well as Advanced Placement and International Baccalaureate writing rubrics. The district subject area specialists worked with a team of teachers to develop a standard for End of Course exam blueprints. These blueprints set what percent of questions need to align to the low, medium, and high level of complexity/rigor. The district subject specialists have provided training on how to "unpack and repack" the academic standards for each content area to teachers across our district, building administrators and employees who are in the district's leadership pool. These trainings include how to design and utilize complex and rigorous formative assessments aligned to the standard. Our District subject area specialists also provide training on the use of SchoolNet, the District's Learning Management System that includes an Assessment tool allowing teachers to create and administer assessments and analyze the results/data.

Indicator 3.11 covers the continuous program of professional learning in the District. Professional learning is essential to the growth of our District. The District understands the importance of growing its personnel and invests substantial resources in a program that aligns with the District's strategic plan. At the beginning of each school year, the Superintendent addresses all district administrators and select teacher leaders from each school at the annual administrative conference. This address sets the vision and goals for the entire school year. The Professional Learning Department manages learning opportunities for professional and support staff throughout the school year. The District uses a system provided by Performance Matters that is designed to manage professional growth and provide training and resources to help enhance professional practice. Professional learning can be tailored to each employee based on current needs and assignment.

The district is fortunate to have a close relationship with Florida Diagnostic and Learning Resources System/Emerald Coast Associate Center (FDLRS), the Florida Inclusion Network (FIN), and the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET). These agencies provide much needed training for teachers and paraprofessionals in our district. Nearly one thousand (1000) employees have completed additional training to better meet the needs of students with disabilities. Approximately forty-three percent (43%) of our school campuses have received the Capturing Kids Hearts training. This professional development helps teachers establish a culture that strengthens student connectedness to others by enhancing healthy bonds with teachers. Participants learn how to: build meaningful, healthy relationships with every student and every colleague; use the EXCEL Model of teaching to create a safe, effective environment for learning; and develop self-managing, high performing classrooms using team-building skills and a Social Contract.

Indicator 3.12 details the way the system provides and coordinates learning support services to meet the unique learning needs of students. The school system provides this coordinated network of support services in a variety of ways through the Division of Curriculum and Instruction (C&I). The Division of Curriculum and Instruction is led by the Assistant Superintendent who oversees all efforts associated with support services to meet the unique learning needs of students. Within this division, a group of highly-trained district leaders with extensive school-based experience provide leadership for the following departments: High School Education; Middle School Education; Elementary

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School Education; Exceptional Student Education; Evaluation Services; Professional Learning; Continuous Improvement and School Choice; Workforce Education; Alternative Education; Student Services and Title I and Related Services. These department leaders provide direct support to school-based personnel on a daily basis. The Department of Elementary, Middle, and High School Education work together to ensure vertical alignment between the levels. The C&I division meets on a regular basis to coordinate plans, ideas and strategies that will move the District forward. The Escambia County School District provides multiple programs to meet the diverse needs of the children we serve. The Lakeview Center School Day Support program is a service for children with severe emotional and behavioral disabilities. The need for this intensive level of service is determined by an individual education plan team for students exhibiting significant behaviors related to mental health crises. The program provides the students with individual and group counseling and access to other therapeutic services to address behavior and mental health issues. Services also focus on developing students' ability to manage stress and develop coping and problem-solving skills. This program serves approximately forty-five (45) students at any one time and is staffed at a very low student-to-adult ratio in order to provide a therapeutic environment. Special transportation services are provided by the school district for students attending this program. The Individual Children Accepting Responsibility for their Education (ICARE) program is designed to teach behavioral, social, and emotional skills to students who are not exhibiting appropriate behaviors in the traditional classroom setting. Students in grades K-5 are referred to the ICARE program once the zoned school's behavior team has worked through the Multi-Tiered System of Support (MTSS) and Response to Intervention for Behavior (Rtl-B) process. A District behavior analyst observes the student in the classroom setting and provides the school's behavior team with recommendations for the teacher to implement with the student. Once the student is in Tier 3 of Rtl-B, the School Psychologist reviews the data and determines whether additional testing should occur to determine if the student is eligible for services through the Exceptional Student Education (ESE) Department. Interventions provided to students at the zoned school are individual and small group counseling; referral to outside counseling at Lakeview Center or Children's Home Society; change of classroom; and daily communication with the parent/guardian. Students assigned to ICARE are in classrooms with low student-to-adult ratios with no more than eight (8) to ten (10) students, a teacher, teacher assistant or behavior technician. Students receive counseling both individually and in small groups. Social skills lessons are taught, modeled and practiced. A Positive Behavior Support (PBS) system is in place that includes a level system. Parent communication, assistance and participation in assisting students achieve specific behavior goals is essential and is supported by the Behavior Analyst. Students who consistently exhibit acceptable social skills over a period of time are prepared to return to the zoned district school. The ICARE program consists of three (3) classrooms and is designed to take no more than twelve (12) students per classroom. It has existed since 1998. Escambia Boys' Base is a residential program for boys ages fourteen (14) - eighteen (18) who have been adjudicated delinquent and referred to the program through the juvenile court. The minimum stay is six (6) to nine (9) months. The facility is located on Corry Field which allows for a tremendous partnership between the Department of Juvenile Justice, the military and the school district. Students are scheduled in credit-earning courses and are encouraged to continue their education after release. The Juvenile Detention Center is a residential program for students who have been before the judicial bench and who have been court-ordered to detention. This program serves students ages 8-18. Students are scheduled in courses which mirror their current work at their districted school. The length of stay is determined entirely by the courts. The District maintains a Cooperative Agreement with the Department of Juvenile Justice. Escambia County Jail is a program located in the Escambia County Jail facility and provides educational services to students under the age of eighteen (18) who have been adjudicated as adults by the courts. The District maintains a cooperative agreement with the Escambia County Commission. The jail staff works closely with the teacher and teacher aide so these students can continue their educational progress. The Drug and Alcohol Adolescent Residential Treatment Center (DAART) is a program for youth ages twelve (12) - seventeen (17) who are at-risk due to substance abuse. The program is housed at Lakeview Center with whom a cooperative agreement is retained. Students have the opportunity to work on credit recovery during their stay, which is normally five (5) months. Students are referred by juvenile court, family physicians or parents. Our school district operates a Teen Parent Program for pregnant and parenting students. Childcare is provided during the hours when the child's parent is participating in earning credit toward a standard high school diploma. Transportation is available for the child and teen parent to the childcare facility and their districted school. Teen parent participants receive counseling assistance and social services through the Children's Home Society. During the 2015-2016 school year, there were eighty-four (84) pregnant or parenting students that we were aware of in our District. Of these, thirty-six (36) used our childcare services, twenty-two (22) graduated with a standard diploma, two (2) received certificates of completion, and thirty-three (33) withdrew from

our districted schools. The District has increased our services to these students this year to address the large number of withdrawals. Our new Home Instruction Program focuses on collaboration with the graduation coaches on a regular basis and working with existing Community Drug and Alcohol Council (CDAC) counselors at three school sites to include their services for these students. An additional program that the district contracts with to provide specialized service is Camelot Education. Camelot Education is a national education leader serving the needs of alternative and special needs students. Camelot serves communities requiring an alternative setting for students facing behavioral, emotional or academic obstacles. Camelot has served the school district with alternative education services for secondary students since the 2010-2011 school year. More than two thousand (2,000) students have benefited from a smaller classroom setting designed to improve behavior and academics before these students return to their zoned school. The District recently amended this contract to include services for elementary students who need more intensive support that can be provided in the ICARE program. The District provides door to door transportation services for students while they are attending Camelot.

The District has also provided In-School Suspension teachers for most of the middle and high schools so students with minor discipline infractions can be served at the school instead of being suspended out of school. These In-School Suspension teachers are able to help students keep up with their assignments and learn replacement behaviors for those actions that have earned the discipline referral. The District has also provided a total of six (6) teachers for four (4) middle and two (2) high schools to serve students with multiple referrals who need to be removed from the regular class schedule for a short period of time. These In Lieu of Removal (ILR) units began last year. During pre-school this year, ILR teachers met as a cohort/PLC group to begin planning a more therapeutic setting designed to determine the function of a student's behavior. Second Chance is a high school program that serves up to ninety (90) students who have behavior referrals that required temporary removal from their home high school. The Second Chance program allows students to continue their high school program in a smaller environment with a focus on anger management, making positive choices, and goal setting. These programs are improving behaviors of students as quickly as possible so they can keep up with their schoolwork, remain in school, and return to the appropriate setting as quickly as possible. The District operates a center school, Escambia Westgate, for exceptional education students who have significant cognitive impairments and require a level of support in excess of what traditional school settings can offer. Westgate has approximately two hundred twenty-five (225) students ranging from three (3) years to twenty-two (22) years of age. All students who attend Westgate are instructed on modified access point standards and take the Florida Alternate Assessment. The school houses a one-of-a-kind sensory complex based on the Snoezelen principles of sensory integration techniques, especially beneficial for students who have autism and other related disabilities. The program offers community based instruction (CBI) opportunities as well as work experience programs and school-based enterprises. The Program for students who are Hospitalized or Homebound provides services for eligible students through an individual education plan (IEP). The Hospital Homebound Program offers many different service delivery models in order to design a program which best supports students so that they may return to a traditional school setting when they are able. Secondary students generally remain enrolled at their school of attendance and most participate in virtual courses. A teacher with the Hospital Homebound Program provides weekly support and serves to troubleshoot any technical or content issues that may arise for the student. Elementary students are generally served through home visits. The District has begun to implement some direct video feed opportunities from a classroom to a student at home with the hopes of expanding the use of this type of service delivery. Gifted services are offered at each school within the district as well as at some Gifted Center locations for both elementary and middle school students. Elementary schools offer enrichment services (1 day per week) for students identified as gifted in grades K-2 and enrichment (1 day per week) or cluster or self-contained gifted classes (5 days per week) for students in grades 3-5. Middle school students may attend a gifted center one day a week or participate in a gifted elective at their school of regular attendance. Gifted courses are also offered at the high school level, although most students at the high school level choose to enroll in honors, advanced placement, dual enrollment, or career academy courses to meet their enrichment needs. The District offers magnet opportunities at the elementary, middle, and high school levels. Cook Elementary is a school in which fine arts is the focus. Brown-Barge Middle School offers a non-traditional middle school program in which students select a "stream" of interest and teachers team teach in an interdisciplinary method. The school operates in trimesters and uses a non-traditional grading system. The high school magnet program is West Florida High School of Advanced Technology. This high school is structured in a wall-to-wall academy design in which every student must apply and be selected for an academy. All of the academies have community/business involvement. The Escambia County School

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District has a significant number of students who have fallen two or more years behind their same-aged peers and are at a very high risk of dropping out. During the 2016-2017, the District has piloted a new program for these over-age middle school students to help them recover one to two years of middle school in one year. This program currently has sixty-four (64) students enrolled and is staffed with four teachers and one administrator on special assignment. The students have been assigned their own Chromebooks and have been working to recover coursework through FuelEd/ALS. These students have gained multiple quarters for multiple classes and many will be on track to begin high school in the next school year. C. A. Weis Elementary is a Community School serving approximately five hundred fifty (550) students. A significant number of students attending Weis Elementary School live in poverty, thus one hundred percent (100%) of the students qualify for free/reduced lunch. The strategic vision of this community school is: Weis is a beacon of hope deeply rooted in compassionate partnerships that are relevant to the growth of our students' and community's well-being.

A variety of services are available to the Weis community as a result of this effort, such as: Health Services (medical, dental, vision, mental/behavioral health); Extended Learning Opportunities (After School, Summer School); and Parent/Community Engagement. The Weis Community School is a result of a partnership with the following agencies/organizations: Children's Home Society of Florida; The University of West Florida; Escambia Community Clinics, Inc.; Sacred Heart Health System. Additional financial support has been provided by: UCF Implementation Grant; corporate partners; private donors; and Impact 100.

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 3.38

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.	Clearly defined 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 use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •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 	Level 4

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 solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is fiercely protected in policy and practice in all schools. System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders measurably 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 concentrate on 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 •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 	Level 4

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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 •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 	Level 3

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

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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 •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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to 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 •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 	Level 3

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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 designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process 	Level 3

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

4.1

The School District of Escambia County has formally defined policies for school and District leaders that outline the processes and procedures to hire and retain qualified professional and support staff. In the Human Resource Handbook, which is available online, the steps required to hire and retain staff are clearly delineated. On the first day of school in 2015-16, 99.7% of the instructional positions were filled. The schools in Differentiated Accountability and hard to staff positions received special consideration. The fill rate for teacher assistant special was 93%. In the past the TA special positions for the severely disabled students were the hardest to fill.

The Escambia County School District has experienced two very successful years of recruitment and retention. Teams of elementary, middle, high school administrators and District staff have participated in College Recruitment Fairs during the winter and spring of 2014 and 2015. The recruitment teams visited colleges of education in the following states: New York, Maryland, Georgia, Alabama, Mississippi and Florida. We had the most success recruiting quality teachers from the University of Alabama, Auburn University, Troy University, University of South Alabama, Mississippi College, Mississippi State University, University of Southern Mississippi, Florida State University, University of Florida, University of South Florida and University of West Florida.

Our District enjoys the opportunity to have face-to-face meetings with these budding educators, where we can conduct individual interviews that are very in-depth, and determine how well these candidates will fit with our District's mission. The great public awareness the college

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recruitment trips have brought to our District is second to none and they have resulted in thirty-seven qualified teachers who were recruited and retained for the 2015-2016. Our recruitment teams hired sixty-one qualified teachers for the 2016-2017 school year.

Our District is also conducting job information fairs. We have conducted these fairs for all positions within our district. We have also held hiring events during the past two years. Our school administrators have enjoyed the opportunity to interview and hire hundreds of highly qualified educators during these events. Job Fairs are also held to allow teachers and support staff to make moves within the District.

The District has met the class size requirements of the state of Florida each year, based on the appeal procedure. The process used to place and fill the instructional units is clearly defined and closely monitored. Multiple class size reports are run that provide valuable information before the student count in October, and any school that have classes out of compliance are allocated additional teaching units to meet the state-mandated student to teacher ratios.

One success of the hiring and retention process is the increase of new minority staff members. The percent of instructional staff has increased from 19% to 28.4% in 2015-2016. The Equal Opportunity Officer has worked tirelessly to improve diversity among the staff.

To ensure that all staff are responsible for the appropriate use of technology, the Acceptable Use Policy is included in the Federal/State packet that is given to every employee along with a process for checking out equipment to take home. For students, the Acceptable Use Policy is in the Rights and Responsibility Handbook and a contract with the parents for the Chromebook is signed before it is issued. About 40% of the students can now take their Chromebook home.

4.2

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 all schools and specified blocks of time for some subjects (such as reading, mathematics, and science) are recommended at the District level. The state of Florida has legislated that no more than 5% of time in school can be spent on required assessments. 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. That support includes proactively seeking grants from the federal government as well as state funds and making application to private funding sources. A variety of successful grants include the four DODEA grants from the Navy, the Poarch Creek Indians, AT & T Foundation and workforce grants. Several private companies, including Global Business Solutions, Inc. (GBSI), Gulf Power, Navy Federal Credit Union, Sandy Sansing Family, etc. have also awarded grants. The Public Schools Foundation for Excellence has been raising funds for classroom grants for thirty (30) years. The Foundation has disbursed over \$9,500,000 dollars and Take Stock in Children has funded 231 college scholarships for students.

General revenue is allocated based on the number of either weighted or unweighted full time equivalent (FTE) students depending on the purpose of the various projects and categorical funds. The main operating budget for each school is funded at a rate of \$23 per weighted FTE for the 2016-17 fiscal year. The funding level was an increase over the prior fiscal year and is in keeping with the District's pillar of Finance in the Strategic Plan. Another increase in school level allocations is scheduled for the 2018-19 fiscal year. Other school level budget allocations are generated using a formula that varies dollar amount according to the categorical funding per FTE.

Fifteen (15) years ago the District campaigned for a half-cent sales tax. The community Watch Dog Committee makes sure funds are appropriately used. Annually, in accordance with Florida Statutes, the District prepares and adopts a Tentative District Educational Facilities Plan (commonly referred to as the Five-year Plan). This plan is submitted to the Department of Education by October 1 of each year and is approved by the School Board prior to the adoption of the annual budget.

The District protects its cash assets by investing in a diversified portfolio that focuses on preservation of principal as its main objective. The District maintains a reserve of ten percent (10%).

Business partners have been solicited to support the work of the District through time, talent and funding. Each school has designated partners and some are District wide partners, such as Gulf Power, Navy Federal Credit Union, Studer Foundation, and the Poarch Creek Indians.

4.3

The District has systematically maintained the facilities, services, and equipment to provide a safe clean and healthy environment for all students and staff. In accordance with Florida Statutes, all new construction in the District is designed and constructed to comply with one of the four (4) acceptable sustainable building rating systems or national model green building codes. This compliance with the green building codes ensures that all new construction is healthy and comfortable for occupants, is economical to operate while conserving resources, and minimizes the generation and use of toxic materials. All schools are ADA compliant and a Rapid Response Team investigates any compliance issue. Clear policies have been developed for the creation of safety plans at the District and school level.

In the past five years, many buildings have been upgraded with entrance security and many now have camera systems, and buses are monitored with GPS tracking devices as well as video cameras. All schools use the Raptor program to screen all visitors before entry. Middle and high schools have resource officers on campus during the school day as well as during events. Protection Services employees respond to complaints about safe environment and are able to respond when needed to correct the problems.

Energy Services monitors the use of electricity and water, and Incentive Awards are provided as a result. All employees are required to complete the Safe Schools video as well as review the Federal and State Packet each year. Inspections by the Health Department and Fire Department are completed routinely, and the maintenance department of the District completes work orders to correct identified problems.

The District records depreciation on all capital assets costing at least \$5000. These assets are recorded at no cost and are depreciated on a straight-line basis over a period of years that are determined by asset class. All computers and computer type devices are placed on the District's property records regardless of cost in order to maintain a higher level of accountability.

4.4

The District demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system. The Superintendent sets the goals and objectives of the District and monitors the progress through State of the Division reports each year. The Strategic Plan is reviewed and updated each year during a special School Board workshop. Data is collected, analyzed, and new targets are set as needed. The Strategic Plan is based on Five Pillars: Service, Quality, People, Finance, and Environment that synthesize all of the work of the District.

Beginning in late December, the District staff begins to project student enrollment needs for the next school year. By April, each school principal and department head has met with District leaders to project the needs by position. Before the end of the school year, open positions are announced and applications are accepted.

The budget process follows the requirements of the Florida Department of Education and the Florida Department of Revenue and includes multiple meetings with departments, school leaders, and the School Board that are open to the public. This process includes a strict timeline for determining millage rates and the total proposed budget and sets the requirements for tentative and final budget hearings.

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The final budget is approved by the middle of September, and monthly financial statements are provided at School Board meetings. In addition, budget amendments are prepared at the project level for any changes to revenue and expenditures during the fiscal year.

The District's Annual Financial Report (AFR) is prepared by the fiscal year end (June 30) and is submitted to DOE by September 11th of each year. Financial statements are audited annually by an independent auditor (either by the Florida Auditor General or an independent CPA firm depending on the rotational schedule).

The District builds upon the AFR and prepares a full Comprehensive Annual Financial Report (CAFR) which is submitted to the Government Finance Officers Association (GFOA) and the Association of School Business Officials (ASBO) for review and critique prior to December 31st. Accordingly, the District has received each entity's "Award for Excellence in Financial Reporting" for nine consecutive years.

Departments, such as Facilities, present the five-year plan for renovations and new construction each year, as a part of the budget process. The District has used the half-cent sales tax to fund two new schools and is constructing two more at the present time. The Superintendent's vision for new west area elementary and middle schools will relieve overcrowding in other schools in the northwestern part of the District. Also the new construction and rezoning will result in the relocation of West Florida High School to the Woodham Middle School facility (formerly Woodham High School). Current Woodham Middle student will be rezoned with the majority attending the newly constructed middle school. All sales tax projects are centered on school construction or school remodel/renovation (including IT retrofit projects). No proceeds from this voter-approved referendum may be used on ancillary facilities and oversight of all projects is charged to a citizens Watch Dog committee which analyzes and approves all construction programs and related spending. The District's sales tax construction program is so successful that the last ten-year renewal in 2014 was approved by the voters of Escambia County by a margin of 65%.

4.5

In the past five (5) years, the District has proactively acquired information resources and related personnel to support the educational programs throughout the system. FOCUS is the newly developed student information system (SIS) which houses demographic information, grades, and achievement data, and it allows parents to review student achievement in real time. Schoolnet is a learning assessment platform in the cloud that houses a variety of assessments, and student scores and it permits professional staff to access and manipulate the data to the individual level. Approximately two-thirds of the teachers use Google Classroom, a cloud-based platform to make assignments and monitor assignments. Using these software components, staff is able to follow the Mutitiered Support Sytem (MTSS) process that offers strategies and support for students to be successful with fidelity.

The newest initiative is Vision 2020. By the end of the 2016-17 school year, the District will have achieved a 1-1 ratio for all students in third to twelfth grades, three years ahead of schedule. All of the funds for this initiative were from state technology funding or Title I. To support this focus, a cadre of instructional technology teacher was hired to provide training and support for the classroom. At the District level, additional technology technicians were hired. Each school is assigned a support technician to problem solve technology issues.

Each school has at least one librarian, depending on student enrollment. The move to Innovation Centers has extended the expectation of the librarian to include the Maker Spaces to provide opportunities for students to create and construct innovative projects. While some schools have a technology coordinator, every school needs to have a clerk to support the work of the librarian. Destiny is used to track library books, materials, Chromebooks, and textbooks during the year.

4.6

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The District provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs. Using E Rate funding and other funds, the District has built a reliable Internet system using wireless and fiber optic cable to a 10 gbps (gig a bite per second) level for this year. A recent plan to use E Rate funds resulted in a \$3 million dollar project costing the District only \$600,000 because of the diligent work of staff to secure this valuable program.

Moving toward a paperless system, the District uses a cloud platform as well as hard drive back up. Each school has a Technology Plan that is updated each year. From this information, the IT Department sets goals and objectives for the next year. At the end of the 2015-16 school year, the Strategic Plan Goal E.3.2 (: Increase the percentage of instructional spaces with a modern, updated technological environment including a digital device available for teacher use, digital device (s) available for student use and a projector or monitor for whole class viewing.) was met and therefore removed from the plan.

The District has a comprehensive plan to replace the Chromebooks. Students moving to grades 3, 6, and 9 will be issued a new mobile device which they will use until they leave that level. Since Florida has moved to an online assessment platform, a testing coordinator is needed in all schools.

4.7

The District provides, coordinates and evaluate the effectiveness of support systems to meet the physical, social, and emotional needs of the student population. Comprehensive programs for physical education, school guidance counselors, social workers, school psychologists, and the health coordinators support the schools. Each school has a physical education teacher on staff, depending on the FTE of the school. Each school also has at least one guidance counselor, again depending on student enrollment. At the District level, the Student Services Department offers a variety of resources for school support including social workers, the health coordinator, and school psychologists. The Coordinator of the department provides support and training for school counselors. A private company has a contract to serve all military students as needed. Mental health providers are available, and the District works closely through contracted mental health services with the Lakeview Center. A crisis team is available to any school when needed for a tragedy or death of a student or employee. The District follows state requirements for vaccines and physicals and works closely with the Food Services Department to provide good nutrition for students. Each school has a health technician who is trained to administer prescribed medicines as well as sharing services from a cadre of nurses who come once a week. The coordination of these services impacts the students and their families in a positive manner.

For students with disabilities, a wide range of services are available. The most severely disabled are served at Escambia Westgate and each school serves students through the self-contained or inclusion models. Each student has an Individual Education Plan (IEP) that determines the services to be offered. The assistive technology team provides support for needs including ChromeTouch and other computer equipment. All schools are ADA compliant and a Rapid Response Team investigates any complaints. The Hospital/homebound department serves students who have medical barriers to assure continued academic progress when possible. The process for referrals follows the MTSS-Rtl procedure which used to identify students with disabilities that require either an IEP or 504 plan, gifted students, and English Language Learners.

About twenty-seven (27) schools have a Positive Behavior Intervention System that teaches appropriate behavior and rewards students who meet criteria for success. Students who struggle with behavior issues are afforded support at the school level through the Rtl-B process, in-school suspension, and in lieu of removal programs. Certified behavior analysts are also available to all schools. Some schools are following a program called Capturing Kids Hearts, while others have been trained in Traumatic Informed Care. Lutheran Services and Justice Teach offer support when called. Family training is provided by Title I and a state-funded program called Florida Development Learning Resource System (FDLRS). When the student continues to be unsuccessful, other programs are available such as I-CARE for elementary children,

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Camelot for middle and high school students, and Escambia Charter School or Second Chance for high school students who have been expelled. Child Find provides evaluations for students in home school or young children before entry into school.

For schools with students in poverty, the "backpack" program provides food for the weekend. The Maintenance Department's Fishing Rodeo, churches, and the Manna Food Bank fund the food, and volunteers fill the backpacks each Friday. The newest initiative, Achieve Escambia - Cradle to Career, is a community endeavor to improve life in Escambia County. Corporate sponsors such as Gulf Power, Navy Federal Credit Union, Studer Foundation, and Sacred Heart System are working with the School District to bring community agencies together to address the issues. The parent organization, Strive America, will allow the initiative to become a part of their network which will then open up new resources for the county. Another initiative is at Weis Elementary School where a grant is being implemented to create a Community School in collaboration with several community agencies.

4.8

The District has designed and implemented a process to determine the counseling, assessment, referral, educational and career planning needs of all students. Measures are in place to regularly evaluate all programs. A formal system for MTSS-Rtl has been prescribed and specific personnel are trained to implement the process. The District provides oversight of the processes through the assignment of counselors and school psychologists for each level. IEP's are written in the PEER software program and are regularly reviewed by the coordinators of the programs.

A variety of contracts provide mental health services for the District and those are reviewed each year. The newest program is the Success Academy for over-age middle school students who are at least one year behind in their progression. The fast track programs provide an opportunity for the student to "catch-up" and enter high school on time with their peers.

To offer parents options for school attendance, the District has a controlled choice program for elementary. The development of career academies at the middle and high school level has resulted in an increase in industry certifications. Middle and high school students can apply to attend school outside their attendance zone to participate in a career academy of their choice. In November of each year, a School Choice Expo allows students to meet and talk with students from all the academies and select their choices. Every middle and high school has at least one career academy now. The student assignments are released in January.

The Exceptional Education Services Department supplies a Transitions Fair for all students who are 18 - 22 to match them to outside agencies for internships. Graduation coaches are in the high schools to help students graduate on time and with a purpose after graduation. My Career Shines is a middle school program to help students explore options for careers.

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: 2.8

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

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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 •List of data sources related to district effectiveness •Written protocols and procedures for data collection and analysis •Examples of changes to the district strategic plan based on data results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

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 •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans 	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 in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Minutes of meetings regarding achievement of student learning goals•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•Executive summaries of student learning reports to stakeholder groups	Level 4

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

5.1

The District establishes and maintains a clearly defined and comprehensive student assessment system using Schoolnet as the clearinghouse for the benchmark item bank. Schoolnet can deliver assessments, provide a platform to review data, and store lesson plans that have been developed by curriculum specialists. Data from multiple sources is collected and can be retrieved by teachers, administrators and District personnel to analyze progress, identify trends in data, and monitor each student. For the past three (3) years, Discovery Education Assessments (DEA) were available for progress monitoring in grades K-8. Some tests were mandatory while others were optional as determined by the District. In addition to the DEA we are administering the NWEA-MAP (Measures of Academic Progress) in twelve (12) schools during the 2016-2017 school year. The DEA will be discontinued after the 2016-2017 year, and the District is considering MAP as a replacement. The new program provides projected growth reports and is aligned to the Florida Standards Assessment (FSA). As the state has moved to the Florida Standards, a strong assessment test bank is needed. Some selected courses use End of Course exams to assess student learning and common standards. At the end of the school year, student scores are scrutinized and feedback is given to teachers and students. Parents access the scores through the Parent Portal. As the state has moved to all online assessments, the District is supporting the required plan through the Digital Classroom Plan (DCP) that includes needs analysis, goal setting, and strategy setting sections. Categorical funding may be used to fund strategies or local funding sources may be used; therefore the District is using a variety of funding sources to address the strategies identified in the plan. The Florida Department of Education has conducted an intensive and detailed study to verify the reliability and validity of the FSA and determined the tests met all criteria.

In career and technical education at the middle and high school levels, industry certification assessments represent a multiple approach to assessment. These assessments have increased significantly in the past three years. Industry certification is a process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized. An industry certification may be awarded when it meets at least one of the following: within an industry that addresses a critical local or statewide economic need; an industry linked to an occupation that is included in the workforce system's targeted occupation list; or when linked to an occupation that is identified as emerging. Examples include Microsoft Office Specialist (Word, Excel, Access, PowerPoint, etc.), Adobe Certified Associate (Photoshop, Premier Pro, InDesign,

etc.), and Certified Nursing Assistant (CNA). The Career and Professional Education Act (CAPE) defines a system of school accountability and FTE bonus funding related to industry certification attainment and the Florida Department of Education adopted rules for implementing an industry certification process. The District has a comprehensive system to capture the attainment data, transfer to DOE, and send it out to the schools.

When the School Improvement Plans for each school are written, a variety of data points are evaluated. Test scores from Florida's Accountability System, end-of-course exams, District nine weeks tests, and DEA are all used. Other data such as student attendance, discipline referrals, and curriculum updates are considered in designing the plan for the school to improve in the next school year. For schools in Differentiated Accountability, instructional reviews are held at least two times a year, and that data is reported to the School Board every three months when the level directors deliver presentations on School Improvement Plans. During these meetings with the Superintendent and District administrators and specialists, data is reviewed and plans adjusted to be sure the school has a clear direction for improvement.

Another data source is the School Public Accountability Report that is published once a year for each school. The collection of data points helps parents see the progress of the school and trends for improvement.

5.2

Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional staff. There appears to be a disconnect between the collection of data and classroom use to inform instruction. Teachers have participated in training sessions to use data, but they seem to need more direct support to use the data provided. Certainly the continual changes in the data sources have made it difficult for teachers and administrators to apply varying methods to student scores. The District is migrating to a standards-based curriculum, and teachers are involved with training to assist in this change. The Curriculum Frameworks for English/Language Arts, Mathematics, and Social Studies use this curriculum change.

Some schools have school-based instructional coaches who provide support for data analysis as well as model effective teaching strategies. The Instructional Technology teachers also provide specific data analysis to schools. High schools depend on graduation and literacy coaches who have had a positive impact on student achievement and progress.

The District has embraced the Multi-Tiered Support System - Response to Instruction (MTSS-Rtl) process for the past four years. Training has been provided to school based guidance counselors who in turn replicated the training for classroom teachers. Using structured data collection processes, students can receive appropriate support based on their individual needs. The Early Warning System is being embedded into FOCUS (the new student information system) to allow easier tracking of at-risk students.

The School Board policy directs first grade students to reach a pre-determined level to be promoted and strict guidelines are adhered to. Third grade retention is based on state of Florida directives, and also follows specific procedures. The District is very proactive in working with parents through out the school year so the parent sees and understands the barriers for promotion.

5.3

Training in the interpretation and use of data has been an ongoing commitment in the District for many years. When Discovery Education Assessments were introduced three years ago, extensive training was provided. Training is structured to help teachers and administrators use data to inform instruction and provide easy access. Training continues in both online and face-to-face offerings to support teachers in

item analysis and use of data in their classrooms. More training for teacher assistants and teacher assistant special employees is needed. A Digital Task Force has been meeting for about a year to review all programs in the District and research possible directions for the future as a part of Vision 2020. About two-thirds (2/3) of teachers use Google Classroom.

Five years ago the introduction of the new Escambia Educators Evaluation (E3) that is based on Charlotte Danielson's growth model includes competencies that expects technology skills as well as use of data for student learning. Also many schools have Professional Learning Communities (PLC's) that explore a common topic or meet to analyze data. In elementary schools, principals meet with teachers by grade level to analyze student data and plan appropriate lessons. Another mechanism for beginning teachers in the Successful Teachers Assisting Rising Teachers (START) program is through the work of the Supervising Teachers and the professional learning that they conduct.

5.4

The District engages in a continuous process to determine verifiable improvement in student learning, including readiness for and successes at the next level. Report cards are provided every nine weeks as well as the weekly upload of student grades into the Parent Portal. Elementary Progress Reports are sent home at the four and a half (4 ½) week mark of each grading period. Teachers are typically asked to update their electronic

grade book at least weekly, and the gradebook grades are reflected immediately in the online parent portal. Teachers meet in grade level and/or content area meetings to review student progress and test scores. Within the District at first and third grade are policies concerning promotion which are based on academic levels. Some schools have data rooms in which they track the progress of each student in reading, mathematics, writing and science. Each school designs and implements the process it will use to monitor readiness and/or promotion. The Exceptional Education Services Department has transition IEP meetings for all students rising to a new academic level, and a Transitions Fair is held each year for all students who are 18 - 22 to match them to outside agencies for internships. Another source of information for parents is the Student Progression Plan (SSP) that is prepared by the level directors and reviewed and approved by the School Board each year. The SPP contains information about school entry, grade progression, academic grades, and requirements for promotion and graduation.

A standards-based report card is being developed beginning with kindergarten and first grade. The hope is that the District will have a standards based report card for elementary schools in the future. To increase the graduation rate, the District has implemented opportunities for high school students. An early graduation option is now available as well as virtual courses and the interventions of the graduation coaches. These changes have helped increase the graduation rate significantly.

5.5

The District and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of District and school improvement goals to stakeholders. In the use of data, the District is aware that a "trusted learning environment" is necessary to protect student privacy. Parents receive a Parent Guide that includes dates when report cards and elementary progress reports will be sent home and provides instructions on how to access the Parent Portal in FOCUS. A full calendar is also available on the District website and the school's website, including the Testing Calendar. In the School Board Policy and Procedures book, state and District mandated policy is outlined. Each student is given a hard copy of the Rights and Responsibilities Handbook each year, and the contents of the handbook are discussed in classrooms. Parents/Guardians' signatures must be returned to the school indicating they have received the information. School test scores and school grades are reported in the media and also presented at the School Advisory Council meetings. Schools communicate regularly with parents about the goals of the year and request their support. Close communication is accomplished through the website, school newsletters, and a District newsletter called 411. Parents of students in the Exceptional Student Education and English Language Learners programs meet routinely to set goals and monitor progress.

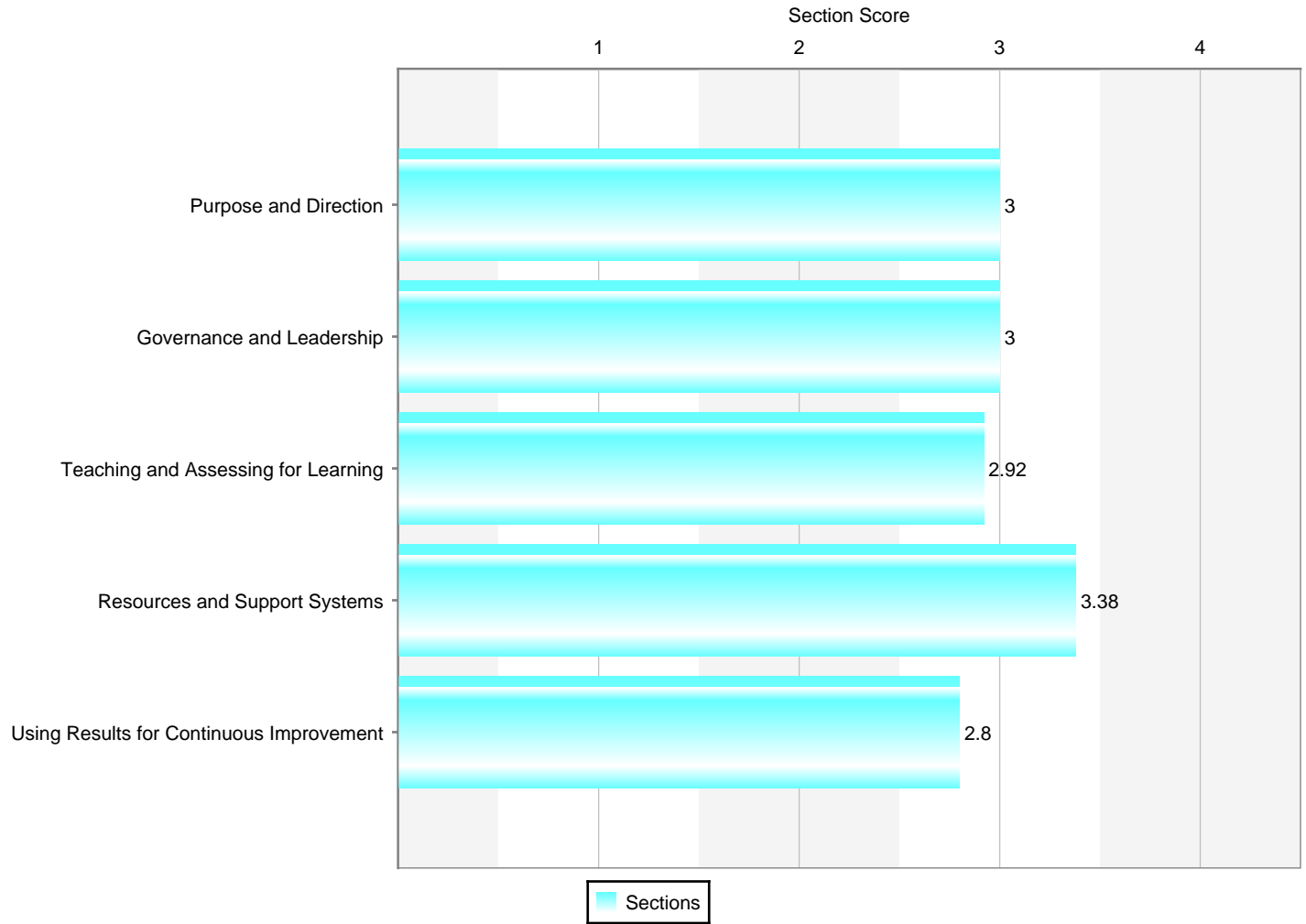
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When school scores are released by the Florida Department of Education, the scores and school grades are provided to all media outlets. Parents are invited to pick up individual student scores at the schools. The scores become the basis for the new School Improvement Plans which are available online. Planning for the next school year begins immediately after the District receives student test scores.

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	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire (7821): equal to or greater than 20%, student questionnaire(s) (22,951): equal to or greater than 40%, staff questionnaire (3429): equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution.	District Stakeholder Feedback Data Document 2017

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	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?

Parent Survey Results

Areas of Notable Achievement:

The following indicators/questions were the highest rated by parents:

4.4 4.27 The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

Q Our school provides a safe learning environment.

4.1 4.25 The school has resources and provides services that support its purpose and direction to ensure success for all students.

Q Our school provides qualified staff members to support student learning.

1.3 4.23 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Q. Our school has established goals and a plan for improving student learning.

Early Elementary Student Survey:

Areas of Notable Achievement:

For kindergarten through second grade students, the following were the highest rated:

Which areas show a trend toward increasing stakeholder satisfaction or approval?

1.1 4.96 The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.

Q My teacher wants me to learn.

2.4 4.93 Leadership and staff foster a culture consistent with the school's purpose and direction.

Q My teacher is fair to me.

4.4 4.93 Students and school personnel use a range of media and information resources to support the school's educational programs.

Q. My school has books for me to read.

Elementary School Student Survey:

Areas of Notable Achievement:

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Which areas show a trend toward increasing stakeholder satisfaction or approval?

4.5 4.92 Technology infrastructure supports the school's teaching, learning and operational needs.

Q My school has many places where I can learn, such as the library.

5.4 4.91 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

Q My principal and teachers help me to be ready for the next grade.

3.4 4.89 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Q My teachers care about students.

3.6 4.89 Teachers implement the school's instructional process in support of student learning.

Q. My teachers tell how I should behave and do my work.

Middle and High School Student Survey:

Areas of Notable Achievement:

Which areas show a trend toward increasing stakeholder satisfaction or approval?

The strong scores from middle and high school students toward the quality of their education and the support for their success is high praise indeed.

1.1 4.01 The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.

Q In my school, programs and services are available to help me succeed.

5.4 4.02 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

Q My school prepares me for success in the next school year.

1.3 3.97 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Q In my school a high quality education is offered.

Q. In my school all students are treated with respect.

3.2 3.97 Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Q My school gives me multiple assessments to check my understanding of what was taught.

All Staff Survey

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Areas of Notable Achievement:

1.3 4.30 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Q Our school has a continuous improvement process based on data, goals, actions and measures for growth.

4.1 4.27 The school has resources and provides services that support its purpose and direction to ensure success for all students.

Q Our school provides a variety of information resources to support student learning.

Q. Our school provides a plan for the acquisition and support of technology to support student learning.

5.5 4.25 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.

Q Our school leaders monitor data related to student achievement.

2.1 4.25 The governing body establishes policies and support practices that ensure effective administration of the school.

Q Our school's governing body or school board complies with all policies, procedures, laws, and regulation.

Non-school Staff Employee Survey:

Areas of Notable Achievement:

Which areas show a trend toward increasing stakeholder satisfaction or approval?

2.2 4.00 The governing body operates responsibility and functions effectively.

Q Our school's governing body or school board complies with all policies, procedures, laws, and regulations.

2.3 3.90 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.

Q Our school's governing body or school board maintains a distinction between the roles and responsibilities and those of school leadership.

1.3 3.87 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Q Our school has a continuous improvement process based on data, goals, actions and measures for growth.

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

Parents:

The District has been working to improve facilities at the schools, and that effort is reflected in the high rating given by parents. Because the vision indicates a strong initiative to create schools where parents want to send their children, it supports this rating. Parent involvement has been another focus for the District by including parents in School Improvement Plans and through the involvement of the School Advisory Council at each school. Schools publish their goals each year and also publish the results. There has also been an increase in parental

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knowledge of their child's progress in class through the use of the Parent Portal's electronic gradebook.

All Staff:

In the comment section of the staff survey, almost 43% indicated high regard for other staff members. Twenty-three percent (23%) commented that students were the focus of the school. Twelve percent (12%) felt a close rapport in the school and that the staff had a family relationship.

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

Parents:

The District has conducted parent surveys for more than ten (10) years through the Studer Education Foundation. The data is analyzed and used in the Strategic Plan. The following results are from the 2016 survey are consistent with the AdvancED survey:

The highest item means (scale 1-5) are:

- 4.49 My child's learning is a priority at this school.
- 4.48 My family is treated with respect at this school.
- 4.47 My child has the necessary classroom supplies and equipment for effective learning.
- 4.47 This school provides a safe environment for my child to learn.

Another finding consistent with the parent questionnaire is the high percentage that the half-cent sales tax referendum was approved. Another example is the vote of the Superintendent and incumbent School Board members to remain in office.

All Staff"

District Results for May 2016 from Studer Education Survey:

The means representing the perceptions of employees about their direct supervisor's leadership ranged from 3.81 to 4.14 (range of 0.33).

The top three item means are:

- 4.14 My principal/supervisor provides me with good processes and resources to do my job.
- 4.09 My principal/supervisor demonstrates genuine concern for my welfare.
- 4.08 Principal/supervisor led staff meetings make efficient use of time and are productive.

Non-school Staff:

May, 2016, Studer Foundation Employee survey of District departments:

Overall highest scores (scale 1-5)

- 4.31 My principal/supervisor demonstrates a genuine concern for my welfare.

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4.28 My principal/supervisor provides me with good processes and resources for doing my job.

4.20 My principal/supervisor makes the best use of available funds.

Areas in Need of Improvement

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

Parents:

The following indicators/questions were the lowest scored on the survey:

2.3 3.95 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/

Q Our school's governing body does not interfere with the operation or leadership of our school.

2.2 4.09 The governing body operates responsibility and functions effectively.

Q Our school's governing body operates responsibly and functions effectively.

3.9 4.11 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Q My child has at least one adult advocate in the school.

AND

3.12 4.11 The school provides and coordinates learning support services to meet the unique learning needs of students.

Q: My child has access to support services based on his/her identified needs.

Early Elementary Students:

3.9 4.36 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Q Other teachers know me.

3.8 (2 Q's) 4.44 & 4.66 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Q My family likes to come to my school.

Even though these are the lowest rated, they are still very high. For young children, school is often the happiest place to be. Most students love their school and their teacher.

Elementary students:

5.1 4.13 The school establishes and maintains a clearly defined and comprehensive student assessment system.

Q My principal and teachers ask me what I think about school.

3.8 4.20 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Q My teachers ask my family to come to school activities.

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4.3 4.54 The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

Q My school is safe and clean.

Middle/High school students:

4.3 3.39 The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

Q In my school, the building and grounds are safe, clean and provide a healthy place for learning.

3.3 3.53 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Q My school motivates me to learn new things.

3.9 3.59 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Q My school makes sure there is at least one adult who knows me well and shows interest in my education and future.

All staff:

3.5 3.94 Teachers participate in collaborative learning communities to improve instruction and student learning.

Q All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I need to succeed.

3.8 3.97 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Q In our school, all school personnel regularly engage families in their children's learning progress.

3.7 3.96 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Q. In our school, staff members provide peer coaching to teachers.

Q. In our school a formal process is in place to support new staff members in their professional practice.

Non-school staff:

3.3 3.32 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Q All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

3.5 3.32 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

Q All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.

3.6 3.32 Teachers implement the school's instructional process in support of student learning.

Q All teachers in our school use a process to inform students of their learning expectations and standards of performance.

Q. All teachers in our school provide students with specific and timely feedback about their learning.

Q. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.

3.8 3.32 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Q In our school all school personnel regularly engage families in their children's learning progress.

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

Parents:

Although the results indicate some stakeholder dissatisfaction, the reelection of the Superintendent and two of the School Board members does not seem to indicate a trend. There is a focus from the District to support schools' autonomy; however, many mandates from the state are barriers to this concept.

All staff:

Time for professional learning with fellow staff members to participate in learning communities is a challenge. The START program provides the opportunity for new teachers, but experienced, veteran teachers do not have time scheduled during the work day so they can participate. The use of subject area coaches and specialists does provide some support, but the time element is difficult.

Schools and departments have developed a wide range of opportunities for families. When asked, parents often reply that time is a barrier for them to attend. In the schools which serve families in poverty, parent work is a barrier for attendance as well. Schools share their success stories with others.

The District is working to develop a more formal mentoring program for teachers beyond the first year. Time and budget constraints are barriers to this program.

What are the implications for these stakeholder perceptions?

The District has made note of the consistent perceptions that are low. More is being planned in the area of teacher mentoring and support. Several schools have begun to work on an advocate or mentor program for all students. Changes in custodial services are evaluated school by school.

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

Parents:

These results from the Studer Education Foundation Survey for 2016 are consistent with the AdvancED survey:

The lowest item means (scale 1-5) are:

- 4.14 I receive positive phone calls or notes about my child from this school.
- 4.21 I regularly receive feedback from school staff on how well my child is learning.
- 4.31 The principal at this school is approachable and reachable.

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All staff:

Results from the Studer Education Survey (scale 1-5) for May, 2016:

The lowest three item means are:

- 3.81 My supervisor/principal consults me on the decisions that affect my job.
- 3.92 My principal/supervisor provides feedback on my strengths as an employee.
- 3.92 My principal/supervisor provides feedback concerning areas for improving my performance.

The District must work to communicate the evaluation systems for all employees. A focus on data and growth are the cornerstones of the new evaluations.

Non-school staff:

May, 2016, Studer Foundation Employee survey of district department employees:

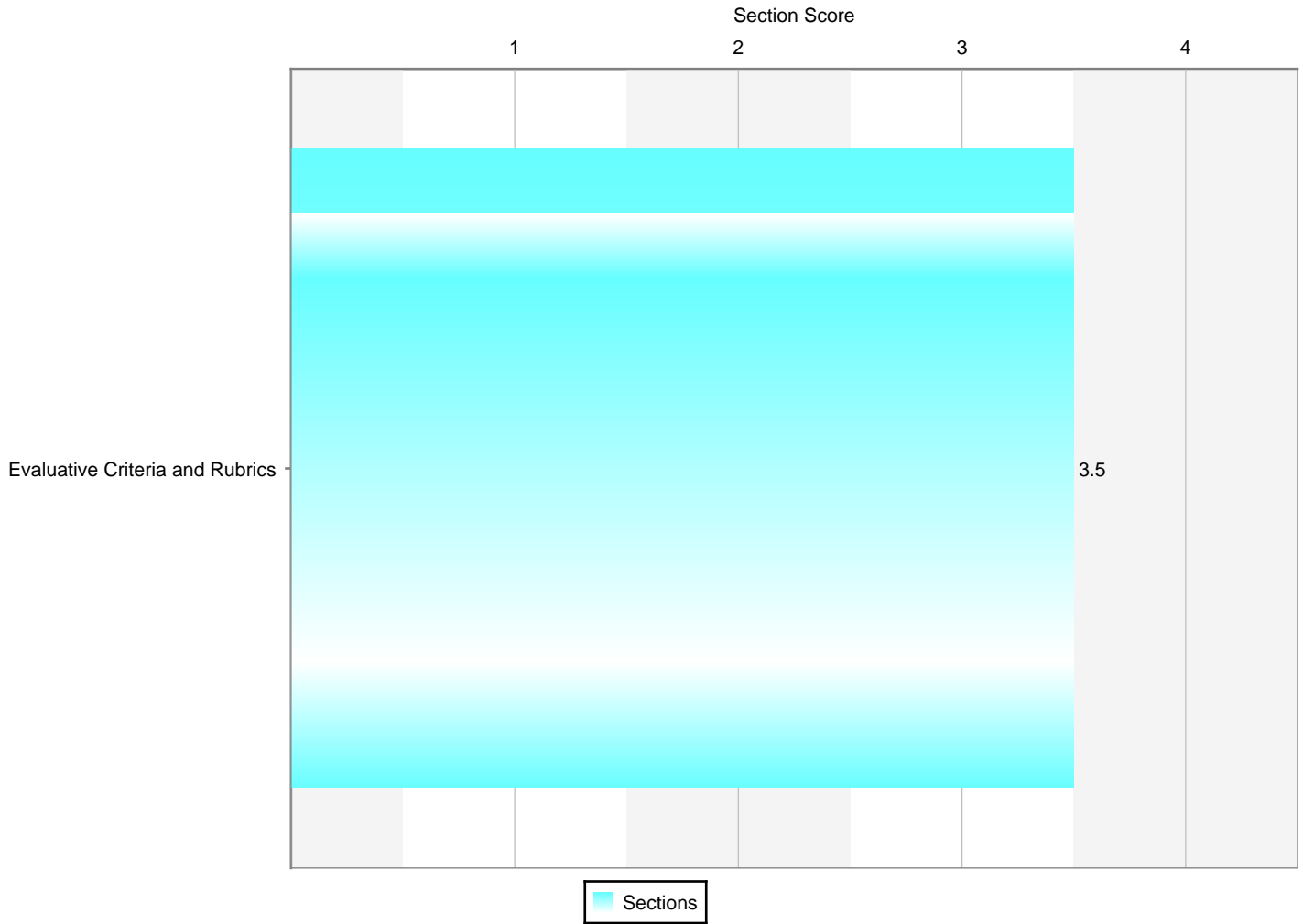
Lowest scores:

- 4.01 My principal/supervisor provides feedback concerning areas for improving my performance.
- 4.05 My principal/supervisor consults me on the decisions that affect my job.
- 4.10 My principal/supervisor uses clear expectations to judge my performance.

The District must work to communicate the new evaluation systems for District department employees.

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		SPDD Escambia County 2017

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	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?

Florida Standards Assessment (FSA) Elementary Science (Grade 5) - Satisfactory Achievement or higher

2014-15 State: 53% District: 58%

2015-16 State: 51% District: 52%

The score is above the state average.

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

Discovery Education Assessments for kindergarten through second grade:

DEA Reading: Percentage of primary students scoring proficient

2014-15

K - 73%

First - 72%

Second - 58%

2015-16

K - 62%

First - 71%

Second - 57%

(In 2014 the District set reading performance levels for promotion to Second Grade.)

DEA Mathematics: Percentage of primary students scoring proficient

2014-15

K - 69%

First - 84%

Second - 66%

2015-16

K - 69%

First - 76%

Second - 67%

The DEA results show a positive trend for early learning for kindergarten through second grade students.

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FSA Elementary Mathematics (Grades 3-5)- Satisfactory Achievement or higher

2014-15 State: 57% District: 54%

2015-16 State: 58% District: 53%

Elementary mathematics has not significantly decreased.

FSA High School ELA - Satisfactory Achievement or higher

2014-15 State: 52% District: 43%

2015-16 State: 50% District: 45%

To support the trend, ELA Specialists in high school are providing the following additional support:

- training in breaking down the complex ELA standards and reintegrating them into lesson plans.
- training to calibrate writing instruction to the state standards and rubric
- second semester Focus Calendar providing teachers with a framework to target the standards our students struggle with the most and deliver instruction to improve student performance. It includes lesson plans aligned to each reading standard as well as standards-based question stems.
- Comprehension Instructional Sequence (CIS) lesson development and training
- Teacher resources on web site and Google Classrooms
- Resources for differentiated small group instruction
- Monthly coaches meetings to provide training and support
- Quarterly ELA department head meetings to provide updated information and resources

Another strategy implemented this year is a structured intervention period during the school day for struggling students at Pine Forest and Escambia High (the two lowest performing high schools in 2015-2016).

High School Biology I End-of-Course Exam (EOC) (Grade 10) - Satisfactory Achievement or higher

2014-15 State: 65% District: 59%

2015-16.1 State: 64% District: 62%

The high school Biology scores are below state average but improving.

Which area(s) indicate the overall highest performance?

Alegbra II EOC - Satisfactory Achievement or higher

2014-15 State: 36% District: 41%

2015-16 State: 40% District: 41%

The District has remained above the state for the past two years.

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

One highlight is that at the elementary level, Asian students consistently score at the highest level.

Hispanic students are consistently scoring close to the All Student average on all levels in all subjects tested.

FSA Middle School Math, ELL - Satisfactory Achievement or higher

2014-15 23%

2015-16 34%

FSA Middle School Science, ELL - Satisfactory Achievement or higher

2014-15 16%

2015-16 24%

Middle School Civics EOC, ELL - Satisfactory Achievement or higher

2014-15 29%

2015-16 36%

Between which subgroups is the achievement gap closing?

FSA Elementary ELA, Economically Disadvantaged - Satisfactory Achievement or higher

2014-15 39%

2015-16 40%

FSA Middle ELA, Economically Disadvantaged - Satisfactory Achievement or higher

2014-15 32%

2015-16 34%

FSA Middle ELA, African American - Satisfactory Achievement or higher

2014-15 22%

2015-16 23%

FSA High ELA, Economically Disadvantaged - Satisfactory Achievement or higher

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2014-15 31%

2015-16 33%

A slight increase at all levels for these subgroups is encouraging.

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

The percent of students graduating on time has risen to 76.1%.

Scholastic Aptitude Test (SAT) scores:

	Math	Reading	Writing	Composite
2014-15	447.63	459.21	445.04	1351.88
2015-16*	521.20	534.26	508.92	1564.38

* During 2015-16 the SAT test changed to a new version (SA4). Scores for the SA4 are not included here.

National average score: 1500

American College Testing (ACT) scores:

	English	Math	Reading	Science	Composite
2014-15	19.17	19.70	20.94	19.99	20.07
2015-16	19.08	19.46	20.95	19.76	19.94

National average score: 20

On both national tests, the District is above or very close to the average score.

Areas in Need of Improvement

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

FSA Elementary ELA (Grades 3-5) - Satisfactory Achievement or higher

2014-15 State: 53% District: 48%

2015-16 State: 53% District: 48%

FSA Middle School Science (Grade 8) - Satisfactory Achievement or higher

2014-15 State: 49% District: 47%

2015-16 State: 50% District: 44%

High School U.S. History EOC- Satisfactory Achievement or higher

2014-15 State: 66% District: 63%

2015-16 State: 66% District: 62%

At the high school level, support and strategies to improve test scores/student achievement in social studies are as follows:

Specialists are providing resources for standards based instruction and reviews including test items in Schoolnet aligned to standards and DOK levels.

Specialists are providing district exams based on EOC structure and blueprint for teachers to use/modify for their own use.

Specialists are working with school-based Professional Learning Communities (PLCs) especially at low performing schools to assist in reviewing data, creating progress monitoring assessments, and planning for instruction.

Specialists are facilitating the sharing of personalized learning units across the schools such as layered curriculum units and activities utilizing technology.

High School Geometry EOC - Satisfactory Achievement or higher

2014-15 State: 53% District: 50%

2015-16 State: 51% District: 45%

Some decline from last year which closely mirrors state decline.

At the high school level, support and strategies to improve test scores/student achievement in mathematics are as follows:

Specialists are providing resources for standards based instruction and reviews including test items in Schoolnet aligned to standards and DOK levels.

Specialists are providing district exams based on EOC structure and blueprint for teachers to use/modify for their own use.

Specialists are working with school-based Professional Learning Communities (PLCs) especially at low performing schools to assist in reviewing data, creating progress monitoring assessments, and planning for instruction.

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Specialists are facilitating the sharing of personalized learning units across the schools such as layered curriculum units and activities utilizing technology.

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

FSA Middle School ELA - Satisfactory Achievement or higher

2014-15 State: 52% District: 43%

2015-16 State: 52% District: 43%

For the 2015-16 school year the Read 180 program was used in 6th grade for all Level 1 disfluent readers. This program has continued this year in 7th grade for those students continuing to be disfluent. Several schools have purchased resources for their 8th grade classes. Several schools are using Achieve 3000 to provide additional practice and feedback for students that continue to be struggling readers. Many Career and Tech Education teachers have received a reading endorsement so that they can help their students read for understanding in their courses.

Which area(s) indicate the overall lowest performance?

Middle School Civics EOC- Satisfactory Achievement or higher

2014-15 State: 65% District: 54%

2015-16 State: 67% District: 53%

The Civics test is a challenge for Middle Schools in the District. Curriculum Frameworks have been constructed and lessons to support teaching the standards are being shared. Beginning next year, the order of Social Studies courses for middle school will be change to provide better preparation for Civics. Resources for teachers, students and parents are available on the website.

The subject area specialist has partnered with Florida Joint Center for Citizenship to create a review website. The website is undergoing updates/upgrades to make it more interactive and targeted to specifically assist low level readers and ELL students. It will be piloted this spring.

FSA Middle School Mathematics - Satisfactory Achievement or higher

2014-15 State: 55% District: 46%

2015-16 State: 56% District: 45%

Specialists lead a Middle School Math PLC each month focused on unpacking and repacking the standards with standard based tasks. Open to all Middle Schools teachers

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Algebra I EOC - Satisfactory Achievement or higher

2014-15 State: 56% District: 51%

2015-16.1 State: 54% District: 42%

There has been a significant drop in scores for Algebra I as all middle school students who score a 3 or higher on the seventh grade FSA mathematics test are enrolled in Algebra I. If they are not successful on the EOC exam, the students can repeat the course in high school.

Additionally at the high school level, support and strategies to improve test scores/student achievement in mathematics are as follows:

Specialists are providing resources for standards based instruction and reviews including test items in Schoolnet aligned to standards and DOK levels.

Specialists are providing district exams based on EOC structure and blueprint for teachers to use/modify for their own use.

Specialists are working with school-based Professional Learning Communities (PLCs) especially at low performing schools to assist in reviewing data, creating progress monitoring assessments, and planning for instruction.

Specialists are facilitating the sharing of personalized learning units across the schools such as layered curriculum units and activities utilizing technology.

Algebra 1/Algebra 2 have a PLC each month focusing on unpacking and repacking the standards with standard based tasks--Open to all Middle and High School teachers.

Math does not necessarily have layered curriculum but the District has revised the standard-based frameworks for Algebra 1.

Another strategy implemented this year is a structured intervention period during the school day for struggling students at Pine Forest and Escambia High (the two lowest performing high schools in 2015-2016).

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

FSA Middle School ELA, ELL - Satisfactory Achievement or higher

2014-15 28%

2015-16 27%

FSA Middle School ELA, SWD - Satisfactory Achievement or higher

2014-15 18%

2015-16 13%

The department has adopted the Strategic Improvement Model (SIM) curriculum for Learning Strategies courses and done extensive training of the teachers teaching those courses. The courses are differentiated as to which strategies are taught in grades 6-12. Last year's focus was on strategies for English Language Arts.

FSA Middle School ELA, African American - Satisfactory Achievement or higher

2014-15 22%

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2015-16 23%

Between which subgroups is the achievement gap becoming greater?

FSA Middle School ELA, ELL - Satisfactory Achievement or higher

2014-15 28%

2015-16 27%

FSA Middle School ELA, SWD - Satisfactory Achievement or higher

2014-15 18%

2015-16 13%

The program for SWD has adopted the Strategic Improvement Model (SIM) curriculum for Learning Strategies courses and done extensive training of the teachers teaching those courses. The courses are differentiated as to which strategies are taught in grades 6-12. Last year's focus was on strategies for English Language Arts. This year's focus has been to add strategies for mathematics.

Behavior supports to assist students in remaining in the classroom have been dramatically increased. Schools have access to certified behavior analysts (professional personnel), many schools have behavior coaches (instructional personnel), and/or behavior technicians (education support personnel). Training focusing on trauma informed care and mental health concerns has also been increased in order to help school-level staff be better informed on how to assist students.

FSA Middle School ELA, African American - Satisfactory Achievement or higher

2014-15 22%

2015-16 23%

Not closing subgroup:

FSA Elementary ELA, African American - Satisfactory Achievement or higher

2014-15 28%

2015-16 27%

FSA Elementary ELA, scores SWD - Satisfactory Achievement or higher

2014-15 23%

2015-16 17%

FSA Elementary Math, SWD - Satisfactory Achievement or higher

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2014-15 29%

2015-16 24%

The increased participation in support facilitated or co-taught inclusive settings has been significant in this District and is raising the achievement bar for SWDs. The focus on inclusive settings has been from PK through twelfth grade. Much training in flexible scheduling and co-teaching/collaborative teaching has been offered through FDLRS. Improvements are still needed in schools scheduling struggling learners first and creating some consistency in pairing teachers for collaborative teaching.

FSA Elementary ELA, ELL - Satisfactory Achievement or higher

2014-15 40%

2015-16 25%

FSA Elementary Math, African American - Satisfactory Achievement or higher

2014-15 32%

2015-16 32%

FSA Elementary Math, ELL - Satisfactory Achievement or higher

2014-15 52%

2015-16 44%

The District has concerns about the progress of elementary African American and Economically Disadvantaged students as well as Students with Disabilities in ELA and Mathematics. Consistently, those demographic groups are scoring below the All Student group. The students are concentrated in certain schools, and the District has provided specific interventions to support those schools, including administrative changes in some cases and more support from coaches and District level staff. He also tasked the Director of Continuous Improvement to monitor and support the Differentiated Accountability Schools (All D or F schools), including the evaluation of the principal. Regular visits are made by instructional coaches and District staff and include Classroom WalkThroughs using ELEOT, and progress monitoring meetings with school leadership teams, level directors, and subject area specialists on a quarterly basis. Some meetings include Superintendent Thomas.

The following strategies have been implemented this year for targeted elementary schools:

1. Dr. Tammy Pawloski provided training for schools related to effectively teaching children from poverty. Book studies will be completed using Mindset and Teaching with Poverty in Mind.
2. Positive Behavior Support Plans (PBS) and MITSS procedures have been developed and reviewed by the appropriate director for each school site.
3. Instructional Coaches and subject areas specialists have provided training, modeling, and consultation with teachers to support content knowledge, implementation of identified pedagogy and adherence to curriculum frameworks to assure that students have been taught and had opportunity to practice target state standards.
4. District administrators work alongside FLDOE Differentiated Accountability Coaches to support and assist schools in data analysis, identifying and maintaining focus for school improvement, and assistance in implementation of SIP. Each school presents student and teacher data to include implementation of strategies learning through professional development activities and identified "look fors."

5. Professional Learning has reviewed documentation of completion of training modules selected for the school sites and approved or revised.
6. SRA is being used at the DA schools. SRA Reading Mastery Signature and SRA Corrective Reading/Decoding has been implemented in the extended hour block in grades K-5 using a "walk and read" grouping strategy to ensure students receive remedial instruction at the appropriate level. An accelerated pacing schedule is being used to maximize student gains (1.5 lessons per day as the program goal in primary grades). Student performance is evaluated using in-program assessments (approximately every five to ten lessons) to ensure mastery and to guide student regrouping. Reading Wonders has been implemented during the core reading block to ensure standards-based instruction occurs at grade level.
7. MAP is being used at all of our DA schools to progress monitor students. Discovery Education progress monitoring is also available to all elementary schools this year in K-5. We were using it only in K-3 grades.
8. Third grade portfolio is now online in SchoolNet.
9. The majority of elementary schools are using Thinking Maps.
10. The Comprehension Instructional Strategies model (CIS) is used to enhance comprehension skills.

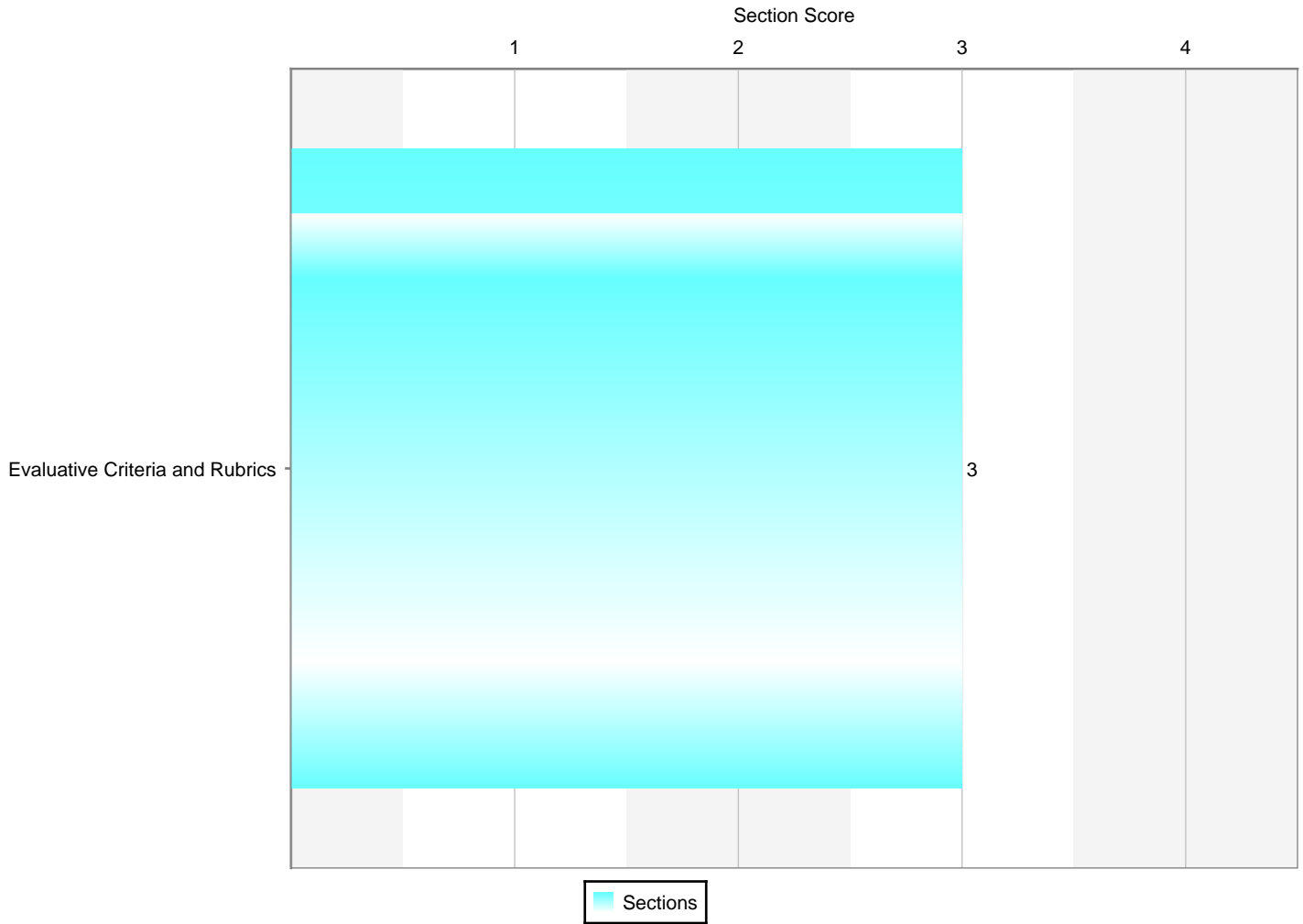
Which of the above reported findings are consistent with findings from other data sources?

The community is responding to the leadership of Achieve Escambia and Studer Foundation in acknowledging that students living in poverty in our county begin school behind their more affluent peers. The aligning of community resources and agencies to address the affects of the trauma in the lives of the students is growing. Trauma Informed Care for families is now being offered to provide support for students of all ages. The focus of Achieve Escambia on early learning is providing support to parents of young children. Additionally, the Community School project at Weis Elementary School is impacting the students and families in that area.

According to the Studer Community Dashboard, the percentage of 5-year-olds found to be kindergarten-ready when evaluated in the first month of the school year for the District was 66.2% in 2013-14. The state has not released any data since that year due to problems with the screening test.

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.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

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		

Accreditation ReportEscambia 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		