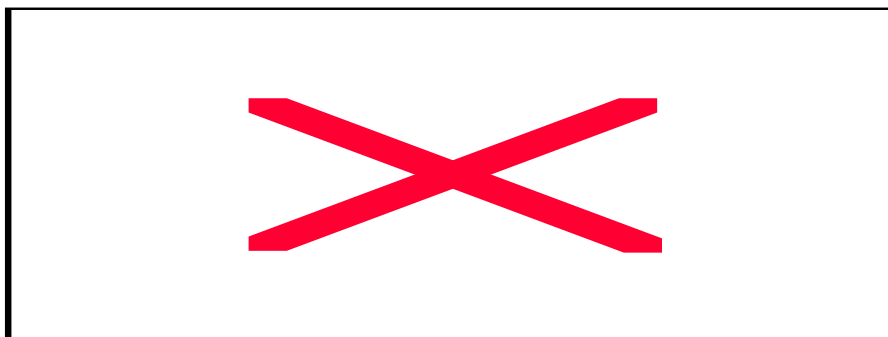
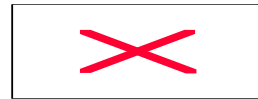


Quality Assurance Review Team Report for Broward County Public Schools

*James L. Nutter, Superintendent of Schools
Beverly Gallagher, Chairperson - Board of Education*

**Initial District Accreditation Five-Year Visit
Council on Accreditation and School Improvement
October 29 – November 1, 2006**





Introduction

A Quality Assurance Review team representing the Council on Accreditation and School Improvement (CASI) of the Southern Association of Colleges and Schools (SACS) made a Quality Assurance Review visit to the Broward County Public Schools in Broward County, Florida on October 29 – November 1, 2006. The review visit is the final step in the process of seeking district accreditation by the Broward County Public Schools from the Council on Accreditation and School Improvement of the Southern Association of Colleges and Schools. Broward County Public Schools is among the first 100 school systems in the nation to host a Quality Assurance Review for the purpose of achieving District Accreditation and the largest school system in the nation to pursue this distinction. In seeking District Accreditation, they must provide evidence that Broward County Public Schools as the system:

1. meets the Standards for Accreditation;
2. engages in a systemic and continuous process of improvement; and,
3. implements methods for quality assurance that provide for effective operations and functions.

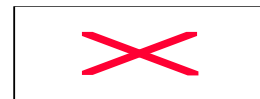
In conducting the Quality Assurance Review, the review team was responsible for:

1. assessing the capacity of the system to meet the standards;
2. assessing the efficacy and impact of the improvement process;
3. assessing the effectiveness of the system's methods for quality assurance;
4. identifying strengths of the system deserving of commendation; and
5. developing recommendations which are designed to help strengthen the school system.

In fulfillment of the team's responsibilities, members:

1. reviewed documentation provided by the school system;
2. developed points of inquiry for the on-site review;
3. established, in collaboration with district personnel, a schedule of activities and interactions that would provide for significant stakeholder involvement;
4. conducted interviews of a representative set of stakeholders throughout the district; and
5. engaged in professional deliberations as a team to consider the capacity of the school system to meet the requirements for district accreditation.

The responsibilities associated with completing the Guided Self-Study and hosting the Quality Assurance Review Visit was under the administrative responsibility of several central office personnel including Linda Harper and Diane Carr. A task force was established with key central office personnel involved in the planning and preparations. The task force met regularly and worked closely with representatives from SACS CASI as necessary and appropriate.



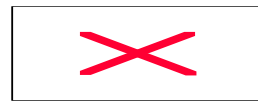
The Quality Assurance Review Team is pleased to note that the school system provided many opportunities for various stakeholders to contribute throughout the process of seeking district accreditation. It is the perception of the Quality Assurance Review team that school system personnel, with community support, faithfully and effectively conducted the SACS CASI Guided Self-Study in fulfillment of the District Accreditation requirements and in preparation for the Quality Assurance Review visit.

In fulfillment of the SACS CASI Guided Self-Study process, the school system personnel provided documented evidence for each of the Standards for Accreditation, summarized the district's systemic process of continuous improvement, and identified the methods and strategies implemented throughout the school district that provide for quality assurance of the district's operations, procedures, and functions for the benefit of student learning. In addition to the summary of documentation provided to the Quality Assurance Review team, the district provided team members access to all system information including improvement plans at the school and system levels, student achievement data, the policies and procedures, financial information, and all other information and data maintained and monitored by the school district.

During the on-site visit, members of the Quality Assurance Review team interviewed the Superintendent of Schools, eight members of the Board of Education, 79 principals; 125 school level administrators, 93 members of the central office staff, 424 parents and business partners, 124 students and 622 teachers; for a total of 1,476 Broward County Public Schools' stakeholders.

In considering the evidence as provided through data, documentation, observation, and dialogue, the Quality Assurance Team:

- sought a district perspective;
- pursued evidence that could be correlated through multiple sources;
- examined the context and capacity of the school system in relation to its vision, mission, and beliefs; and
- applied the criteria for accreditation.



Standards for Accreditation

The primary requirement for District Accreditation is that the Broward County Public Schools provides evidence that it meets the ten standards for accreditation. The findings of the Quality Assurance Review Team regarding the ten standards for accreditation are summarized on the following pages.

Summary

The Quality Assurance Team for district wide Accreditation coordinated and facilitated the district's compilation and consideration of evidence related to each of the ten standards for accreditation. District and school personnel were involved in the compilation and consideration of the documentation for each of the standards for accreditation.

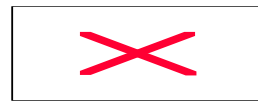
BELIEFS and MISSION

A quality system develops and communicates a vision, beliefs and mission that provide a focus for the quality of the work of the students and the quality of the work of the system and schools.

In 2004-05, the Broward County Public Schools developed the 2010 Strategic Plan. The plan was developed in collaboration with stakeholders and approved by the Board. The district has comprehensive statements of vision, mission, beliefs and core values, rooted in high expectations for all students and staff, which guide decisions and the ongoing efforts towards increasing student achievement throughout individual schools. The Board reviews its vision, mission and beliefs annually during a scheduled Board Workshop. Revisions are recommended and made as appropriate.

With a focus on developing each student's highest potential, schools devise goals based upon student achievement data, aligned with the district's goals, which are designed to promote system-wide growth. These goals serve as the foundation for dynamic school improvement plans which provide the framework within which staff members implement strategies and activities to impact student achievement. An intricate leadership system representing "innovation zones" and "regions" yield superintendents and directors whose responsibility it is to monitor the implementation of these school improvement plans making appropriate modifications as necessary. Expansive sharing within zones provides for a rich exchange of best practices (strategies and activities) to broaden the school improvement plans of individual schools.

A powerful new technology tool entitled "The Virtual Counselor" offers promise for the district to have the opportunity to use data on a daily basis to monitor student achievement. As the district becomes more comfortable in its myriad uses, the routine collection and analysis of student achievement data should be enriched. This tool, coupled with the ongoing system for describing demographic and performance information for the district that includes frequent updating on the district's website, offers a wide range of data from which the stakeholders of the district can continuously analyze factors contributing to student growth.



The district’s vision is supported and executed through the “One Voice Plan”, which identifies research based programs and teaching strategies, based on Lezotte’s 7 Effective School Correlates, the 8 Step Instructional Process, and Marzano’s 9 High Yield Strategies. The addition of Ruby Payne’s Framework for Children of Poverty and High School Reform strategies weaves a comprehensive plan designed to provide a common language and consistent interventions to enhance student achievement. Originally designed to provide structure to improvement efforts at the district’s most challenged schools, its popularity has grown among school and district leaders and is now applied across the district.

The “One Voice Plan” also provides a solid basis for the professional development program, promoting common instructional strategies as well as consistently high expectations for students and staff alike. District level professional development, supported by building appropriate training; describe an aligned set of opportunities for staff to grow to their highest potential in their efforts to increase student achievement. Finally, the Broward County Public Schools is committed to a “fidelity of implementation” model which holds staff accountable for using and embracing the best practices selected by the district. The district holds the hope that this accountability model will preserve and promote its shared vision “to provide the highest quality education for all students.”

GOVERNANCE AND LEADERSHIP

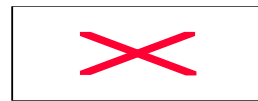
A quality system provides for and promotes stability in the leadership, governance and organizational structure which include a focus in developing and maintaining a vision; an emphasis on improving student learning; and support for innovative efforts that produce desired results.

GOVERNANCE

Policy on the roles and responsibilities of the district board is defined in the State of Florida constitution. It states that the board is a “policy” board not an operational one. There is no local policy defining these roles, responsibilities and authorities. It was a local decision to be elected by zones. All requests from the school board members to district staff are logged (unless very small), sent to the superintendent’s office and memos are sent from superintendent’s office to all board members and senior staff. All “work orders” from the board are to go through the superintendent. There is no required training for school board members—none of the school board members are “certified” but they can be in Florida.

There are several advisory board groups (over 5; for example, diversity, audit, policy review committees) established by policy and each of them have board appointees. Senior staff members are to be at such meetings and some staff serves as a member of the committee. They advise the board on different issues. The advisory boards are on the agenda every meeting but they don’t always participate based on what needs to happen. Some of these advisory boards are in Florida law but most of them are in the evolution of Broward County.

Clarify and delineate between “policy” to guide and “administration” of the school district—put this on paper and then give required training on these clarifications. When the Board makes decisions, it needs to work as *a whole* in support of such decisions. Members of the board should not be working individually—except to gather information. Board appointments by individual “areas” seem to take away from the unified vision and goals of the district. It can divide board members, insert more politics into the process and take



away from the larger goals of the system. Their job is to collect information to create high-level policy guidance. There needs to be standards and systems by which they make their decisions—and that they are held accountable.

They have an extensive policy “looping” system that engages parents, teachers and stakeholders at all levels of the system. Certain policies must be looped but not all of them. There is a formal written process for what is looped and what isn’t. The management structure of the large district seems to allow for good lines of communication. All school based administrators and teachers knew who to contact at the district and always got prompt replies.

The administrative leadership of the system works in collaborative and effective networks to ensure that the system operates in a coherent and cohesive manner. Area superintendents report to the district superintendent, area directors’ report to area superintendents. They meet and coordinate on a monthly basis and focus on aligning everything that they do. Items always go through the area superintendents – even if the request is directly made to the superintendent, he sends it back through the area superintendent to ensure full knowledge and transparency. The efforts of the administrative leadership of the system to work together are a critical element to the overall capacity of the system to work systematically and systemically.

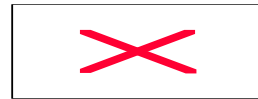
They have a good relationship with legal counsel. He is independent and serves as the board corporate attorney. As such, he is hired and evaluated by the board. He participates in senior management meetings when the topic includes board workshops. Each member of senior staff has the authority to go to him. In each area of specialty, he hires an outside attorney.

The Board is responsible for celebrating the whole district’s student achievement success—and driving decisions based on that. It appears that there is a conflict between the individual board members and how they “lobby” for their individual areas and the superintendent schools and their additional need for services and resources especially as related to equity. These differences need to be addressed effectively so that the system as a whole benefits.

LEADERSHIP

The district is focused on student achievement, continuous improvement and communicating those goals throughout the system—to area superintendents, Student Advisory Councils, Student Advisory Forums, principals, and teachers. There are written policies around the “loose” and “tight” coupling of authority in the schools. Schools have site-based management and more flexibility based on how well they do in student achievement.

The relationship between One Voice and the Strategic Plan 2010 is an operational one. One Voice is a strategy to implement the strategic plan. One Voice deals with the curricular and instructional aspects of goals within the strategic plan—it is a vehicle for the strategic plan. One Voice is not new, it is the redefinition of the Broward Effective Schools Program. As a district they embrace One Voice—everyone went through the training at the district level—including clerical – then principal groups were trained, then teachers received the introduction level, and currently the school-based people are going through the training. It



is based upon best practices that have been observed in the district over the years. There is nothing new in it—it is producing results. This is how the district leadership put together, in writing, the effective practices and used it to develop a common language.

The One Voice Plan does seem to be a good communication tool. It is known as a unifying force and people buy-in conceptually. For the most part, it is consistently discussed at all levels of the system. However, since it is new, there is inconsistency in implementation—they do need an operational/management plan or sequence of delivery in the schools for the plan. There is an evaluation mechanism for collecting data on the implementation of the One Voice plan. There is a rubric around: theory, attainment, application and accomplished levels for all the tenants of the One Voice Plan. The district leadership articulated that so far the most important data is the results in inner city schools and the improvement in the state-mandated school “grades.”

However, the One Voice Plan is not a board approved plan—they do not have ownership of it. It should be or else it is in danger of being put on the shelf. The system leadership needs to ensure support of the board in major system-wide initiatives that are designed to achieve and support the vision and direction of the school system.

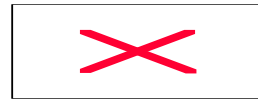
The schools reported a high level of satisfaction with the supportive and school focus of the district staff.

CURRICULUM

A quality system offers a research-based curriculum based on clearly defined expectations for student learning that is subject to review and revision at regular intervals.

Broward County Public Schools offers a curriculum based on clearly defined expectations for student learning that includes a set of essential knowledge and skills. The Florida education community identified a core body of knowledge and skills known as the Sunshine State Standards (SSS) in all content areas. The district curriculum is clearly aligned to the SSS through curriculum maps, units of study, pacing guides, focus calendars, and instructional resources. The Broward Education Enterprise Portal (B.E.E.P) provides a sequential collection of lesson plans in core curriculum areas for teachers to use in the teaching and learning process. All lesson plans are correlated to the Florida Comprehensive Assessment Test (FCAT) and the SSS. Stakeholders monitor student learning across subject areas and grade levels through a variety of formative and summative assessments. The FCAT provides yearly information on state-wide trends in the student achievement of the SSS. The Broward Achievement Tests (BAT) and the Mini-BATs are formative assessments designed to inform classroom instructional practices through the diagnostic evaluation of student performance. The BAT is administered twice a year, while the Mini-BATs offer opportunities to monitor student progress and instructional practices within the classroom. Student growth and learning is also monitored through DIBELS, Diagnostic Assessment of Reading (DAR), San Diego Word, and the Stanford Achievement Test (SAT).

Broward County Public Schools recognizes that all students learn differently and at various paces, therefore programs and resources have been developed and implemented to address the various needs of learners. Examples of this commitment are curriculum specialists,



literacy coaches, summer programs, after-school tutoring, magnet schools, Advanced Academics, the ESOL program, and the Struggling Readers' and Mathematics' Charts. In addition, continuous professional development is offered to address the learning needs of teachers to improve classroom instruction and ensure student success across the continuum.

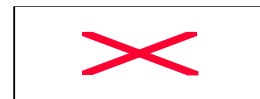
Equity is defined as the quality of being just, impartial, and fair; in the educational setting. Equity includes insuring that all students have a fair and equal opportunity to access and benefit from all educational opportunities. The Broward County Public Schools articulates a commitment to equity and has implemented practices to address recognized inequities of technology and resources. However, an operational definition of equity must be developed, communicated, understood and embraced by all stakeholders.

Broward County Public Schools promotes in the curriculum the active involvement of students in the learning process including opportunities to explore higher order thinking skills and to investigate new approaches in applying such learning. Examples of this was evidenced in the following: Core Curriculum Department reviewed educational research that focused on student engagement; Brain study and higher order thinking skills; instructional materials and techniques have been identified that promote higher order thinking skills and varied application of learning such as the Great Books Programs. Simulated field trips are available on-line. The district's classroom visitations model focuses on the quality of student engagement in meaningful activities. All principals and assistant principals have been trained in four-minute classroom walkthroughs.

Project-based learning is included in course work; however, additional support needs to be provided so that all schools have this as an expectation. Magnet programs do offer educational choices for students. For the Magnet school experience to be more meaningful, unique opportunities need to be expanded to provide in-depth experiences and study in the specific magnet area of interest. In addition, professional learning experiences need to be provided for Magnet school staff to ensure that they are current in the latest research.

Broward County Public Schools gather and use data and research in making curriculum choices. This was evidenced by the Florida Comprehensive Assessment Test (FCAT) which provides yearly information on statewide trends. Benchmark Assessment Tests (BAT), Electronic Progress Monitoring Plans, Mini Assessments, Virtual Counselor, and the Electronic Academic Improvement Plans are examples of how data is used to enhance instruction and monitor student achievement

Broward County Public Schools provide a balance of educational experiences through the curriculum that is based on knowledge of human growth and development as demonstrated by the following academic models: Lezotte's correlates of Effective Schools, the 8 step process, and Marzano's high yield strategies. The district needs to continue the work begun in professional learning communities, the middle school concept, and the plan-do-study-act process.



INSTRUCTIONAL DESIGN

A quality system develops and employs instructional strategies and activities in support of student achievement of the expectations for learning defined by the curriculum.

The Broward County Public Schools has established the academic expectations for students and the instructional expectations for teachers. The One Voice Plan is the district's comprehensive instructional design and outlines a consistent core curriculum that is being implemented in all schools in the district. This plan is devised to deliver instructional strategies and activities that support high student achievement throughout the district.

There is evidence that the district analyzes and uses the results of assessments of student learning to improve instructional design and effectiveness. This includes assessment instruments such as the following that are accessed through the Virtual Counselor:

- BAT
- Mini BATs
- FCAT

It appears that school principals are not consistently using the BAT and mini-BATs to determine the achievement level of the students. In such cases where the BAT and mini-BATs are being implemented it appears that the teachers are using the data to guide their instruction. However, at this early stage of implementation it is not being done in a systematic and systemic manner. The administrative leadership of the system must resolve the inconsistent application and commitment to these assessment strategies.

Through the One Voice Plan, there is evidence that the district designs and employs instructional strategies and activities that are research-based and reflective of best practices. There is evidence that School Improvement Plans are evaluated and feedback is given to schools. However, it was shared that schools could choose any program they thought would help students. The risk here would be that the numerous interventions/programs being used by schools may or may not be research-based and the implementation of these interventions/programs may or may not be reflective of best practices.

There is evidence that a structure is in place (Innovation Zones) that allows for vertical alignment of instructional design. However, there is need for a formal structure that would provide the impetus and support for the vertical articulation of curriculum and instruction throughout Broward County Public Schools.



ASSESSMENT, MEASUREMENT, and EFFECTIVE RESULTS

A quality system uses effective and continuous performance management systems for assessing, aligning, and improving student learning and operation performance, including organizational and instructional effectiveness, at all levels and areas of the system.

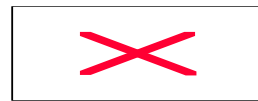
The district uses the Florida Sunshine State Standards as the basis for its performance expectations for students in grades K-12. These standards are mandated by the State of Florida for grades 3 through 10 in reading and mathematics, grades 5, 8, and 11 in science, and grades 4, 8, and 10 in writing. These expectations are consistent throughout the district and form the basis for the curriculum being taught in each school. Teachers, students, and parents clearly articulate the expectation of proficiency in the standards.

Although it is evident that the performance expectations are consistent with the required state standards, there is danger in not meeting the needs of all students if almost all the emphasis is placed on low-achievers at the expense of not helping high-performing students reach their potential.

Broward County Public Schools administers the state-mandated Florida Comprehensive Assessment Test (FCAT). The criterion-referenced FCAT is administered district-wide in grades 3 through 10 for reading and mathematics, grades 4, 8, and 10 for writing, and grades 5, 8, and 11 for science. The norm-referenced FCAT is administered in grades 3 through 10 for reading and mathematics, and the district has chosen to administer the Stanford Achievement Test-10 in grades 1 and 2 in reading and mathematics. In addition to the FCAT, the district has developed and implements the Broward Benchmark Assessment Tests (BAT) for grades 3 through 10 in reading and mathematics. These tests are annually administered in September and again in December for the purpose of diagnosing deficiencies and predicting performance on the FCAT. The BAT tests are intended to simulate the FCAT so as to better prepare students for the FCAT by predicting their performance and identifying students who need additional assistance in specific learning areas. Additionally, tests are periodically administered in reading and mathematics called mini-Broward Benchmark Assessment Tests (mini-BAT). Mini-BATs provide feedback to teachers, parents, and students while there is time to adjust instruction. Additionally, individual schools administer other tests based on the needs of their students.

Broward County Public Schools administers surveys to parents, teachers, and students and uses the results for school improvement purposes.

The district has created a focus on student achievement through its processes of data analysis and data-driven decisions. Administrators and teachers communicate clearly that the data drives instruction and learning. The data warehouse and the Virtual Counselor provide a vehicle for instructional leaders to have easy access to the information in order to make informed decisions to drive continuous improvement. The district could enhance the usefulness of the Virtual Counselor by creating screens which disaggregate data by multiple subgroups for ease of use by teachers.



In addition to the site-based team-level meetings, the district holds monthly meetings to review the overall effectiveness of the schools and districts. The district has an extensive system of vertical and horizontal meetings to analyze the effectiveness of the district and schools.

The district uses a variety of methods to communicate assessment results to stakeholders, including the online Virtual Counselor, newsletters, letters, phone messages, emails, web sites, Parent-Teacher conferences, to name a few.

Though a system is in place to communicate assessment results to stakeholders via the Virtual Counselor, it is important that the district recognize that all stakeholder groups do not have access to technology.

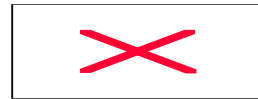
RESOURCES

A quality system has qualified staff that is supported by the financial and physical resources necessary to fulfill the vision, mission and goals of the system.

The district maintains financial records in accordance with accepted accounting procedures as required by the State of Florida. The district's financial reports are audited annually by an independent firm and are then filed with the Florida Department of Education. Included in the audit report are evidences of debt service management, balance sheet maintenance, and annual budget implementation. Copies of reports are on file in the district office. A copy of the most recent audit was examined by the members of the Quality Assurance Review Team.

In order to assure the continuity and stability of services and to support all normal expenditures, the Broward County Public Schools secures income from regular sources, which include federal, state, and local funds. The district also obtains revenue for capital projects from certain local and state sources, including the local option capital millage levy and the Florida Public Education Capital Outlay Program. Although services and support appear to be adequate, it was noted that State mandated class-size reductions have increased the need for additional funding to equip new classrooms and the high cost of housing in the area has had a detrimental effect on recruiting teachers from outside the district.

Staffing formulas are aligned to state requirements. Employee evaluation and salary structure is developed annually through collective-bargaining procedures and is subject to continuous review. Information related to both forms is available on the district website.



STUDENT SERVICES

A quality system identifies and has a network of services that support the development and well-being, including the health and safety, of each student.

The Broward County Public Schools has designed and provided student support services that meets the needs of its students. These services are continually reviewed and are aligned with the vision, beliefs, mission, and expectations for student learning. The team found significant evidence that the Student Support Services (SSS) department has successfully created a framework upon which schools/zones can build a collaborative structure of support services that promotes student achievement and encourages personal growth.

SSS strongly supports the system plan “all stakeholders will work together to build a better school system.” Evidence indicates this initiative is strongly implemented through various teams providing support strategies for student success within the education environment, home, school, and community. For example, the system has provided student services in the area of health, counseling, nutrition, safety, co-curricular activities and transportation.

The district maintains secure, accurate and complete student records in accordance with state and federal law and regulations. However, the team found evidence that the “virtual counselor system” has limitations in its use among teachers and parents. Therefore, the district needs to provide more staff development and ways for teachers to disaggregate and utilized the information. Additionally, further awareness, training opportunities and accessibility should be extended to parents.

In conclusion, it is evident that Broward County Public Schools has embraced the concept of meeting the needs of the total student at every level.

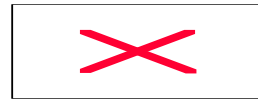
STAFF AND STAKEHOLDERS COMMUNICATIONS AND RELATIONSHIPS

A quality system develops and supports organizational patterns or structures that promote effective communications and relationships between and among the schools, stakeholders and system.

There is an exemplary pattern of communication established with stakeholders by the district as evidenced by tools such as CAB, BECON, Parent Link, Virtual Counselor, and Looping. In addition, the district has developed a five-year strategic communication plan. The district’s Customer Survey is an effective method to collect feedback about the district’s performance from teachers, parents and students. This data is examined and used to address those areas that need improvement.

Several schools demonstrated innovative methods of communication with parents who do not have access to technology. Some of the tools used are newsletters written in multiple languages, district-level community outreach programs, and “Family Night Activities.” However, it will be a challenge for the district to capture the best practices of schools that do this well and share these practices throughout the district.

There is clear evidence that the district provides professional development for staff that supports the overall goals and action plans for the System. Even though there is strong evidence of effective professional development practices, challenges exist. The increase of



new teachers has created a need for additional professional development opportunities to support the district's "One Voice" initiative. Ongoing professional development should be provided to support technology enhancements so that teachers and staff can maximize its use.

The district has a significant task in meeting the challenges of implementing their "Five Year Strategic Communications Plan." They are to be commended for their resolve and willingness to plan, revise, and reflect upon the ongoing demographic changes in order to support the communication needs of the Broward County Public Schools.

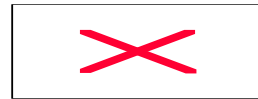
FACILITIES

A quality system has the necessary resources to provide the facilities, sites and equipment for the educational programs and services to be fully implemented throughout the system and individual schools.

Broward County Public Schools possesses the necessary resources to provide appropriate facilities, sites, and equipment for its educational programs and services. The district uses rigorous standards in conjunction with district certified UBIC Inspectors to ensure that all facilities and major maintenance projects are in compliance with approved plans and specifications. Evidence indicates that facilities throughout the system are maintained in compliance with applicable local, state, and federal law, standards, and regulations.

As part of Broward County's district mission, the system is committed to providing healthy and safe environments for all stakeholders (e.g., staff, students, parents, and community partners). As part of the safety initiative, the district is implementing a "single point of entry" at every school site. Indoor air quality is regularly monitored at each school to ensure a healthy learning environment for all students and staff. The district has partnered with emergency municipal and county service departments and has provided these departments with CD ROMS depicting each district facility's layout to further provide for the safety of all building occupants.

The district's Five Year Educational Facilities Plan addresses growth management, needs assessment procedures and policies, and lists all facility needs (including equipment) for a five-year period. The plan includes a calendar, a description of the scope of work, and proposed cost for each project. The plan is communicated to all stakeholders through a variety of methods, including newsletters, the district's web site, and numerous community forums.



CONTINUOUS PROCESS OF IMPROVEMENT

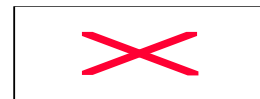
A quality system establishes, implements and monitors a continuous process of educational improvement clearly focused on student performance.

The Broward County Public Schools has a district process and calendar that supports the development and implementation of school improvement plans. Schools should ensure that there is stakeholder involvement in reviewing the school improvement plans through every stage of the school improvement process. The One Voice Plan provides a process by which all stakeholders can contribute to and benefit from the achievement of the district's strategic plan. Stakeholders are engaged in discussion at School Advisory Council and School Advisory Forum meetings that are held at the school, area and district levels during the year.

The district also has a structure in place for the provision of vertical and horizontal articulation but there is no evidence that it is currently being used consistently for curriculum, assessment and instruction. The district's data systems have a positive impact on student achievement and teacher performance. There is a district level process that supports the alignment of each school's improvement plan; however, there is inconsistent evidence that the schools are focusing on the NCLB and School Accountability data in their school improvement plans.

There is a structure in place to monitor the SACS CASI accreditation standards at each school; however, there was not a process to communicate the district accreditation standards with all schools. Area directors and school administrators monitor teaching and learning using their classroom walkthrough process. Additional monitoring is done through the area, zone and level meetings.

The district has recognized the need for a variety of professional development delivery models that include, but are not limited to, BECON and the Train-the-Trainer model in order to meet the diverse needs of instructional staff.



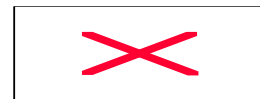
Commendations and Recommendations

The Quality Assurance Review Team provides the following commendations and recommendations in response to the school system's execution of and participation in the SACS CASI Guided Self-Study in fulfillment of the requirements for district accreditation.

Strengths and Commendations

Broward County Public Schools has a significant number of strengths and accomplishments which characterize the quality of the school district and its capacity to support student learning. Some of the strengths and accomplishments that contribute to the quality and success of the school district include the following:

- Focus and commitment to improve achievement for all students as exemplified by:
 - A commitment to high priority schools
 - The service orientation of the district office to the schools
 - Programs and staff in schools to target priority needs of students
 - Magnet schools, centers, and specialized classrooms
 - Resource allocation
 - Making gains in student achievement
- Comprehensive communication system that includes
 - Looping Policy to support policy development and review
 - Technology applications to communicate to stakeholders
 - System-wide access to student performance data
 - The structure of Advisory councils throughout the district to support the work of the schools and operations of the district
- Aggressive implementation and diverse use of technology
- Emphasis and commitment to safe and secure schools
- Establishment of the Innovation Zones to promote and facilitate vertical planning
- The diversity and accessibility of professional development opportunities throughout system
- The community relations with business partners and the local municipalities
- Establishing a consistent, coherent school improvement planning framework
- Emphasis and focus on data including the use, understanding, and application of data to drive improvement
- Providing teachers access to instructional strategies across the district through B.E.E.P.
- Facilities management to continually address the needs of the district
- Focused, collaborative, and talented professional staff
- A climate of high morale with a passion and belief in children
- Embracing Diversity
- Focus on teaching and learning that pervades the system
- Transparency of the state and local accountability results
- Commitment to recruiting, retaining, and training of professional and support staff
- Building a culture dedicated to excellence
- PRIDE



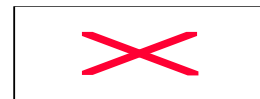
The Quality Assurance Review Team commends the Broward County Public Schools for:

1. Initiating a culture change in the system to pursue excellence
2. Dedicating and committing to student learning through the leadership of the governing board and the professional staff
3. Accessing and using data to improve student learning
4. Developing and implementing a systematic framework for continuous improvement and quality assurance at the district and school level
5. Implementing and supporting diverse modes of communication to provide and give parents access to information about their child, the school, and school system
6. Allocating resources that support the teaching and learning process and that target identified needs for student success
7. Embracing diversity as a strength
8. Establishing a unified and coherent instructional and operational leadership team dedicated to supporting and assisting the efforts of schools to improve student learning

Challenges and Recommendations

The capacity of any organization to improve is directly related to its ability to recognize, acknowledge, and act on its strengths and limitations. Although the Broward County Public Schools are guided and characterized by several strengths and accomplishments, there are challenges facing the school district that are opportunities for improvement. Some of the limitations and challenges include the following:

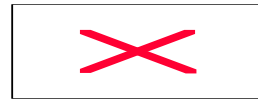
- Managing the size and complexity of the district
- Committing to sustaining the momentum of positive results and initiatives
- Setting the tone conducive to a healthy and vibrant organization
- Demonstrating unified governance and leadership
- Increasing stakeholder involvement to build commitment to the vision, mission, and goals of the school system
- Addressing pockets of complacency with dependence on past successes and reputation
- Responding to the changing/shifting demographics and the diverse needs of students
- Establishing a common understanding and commitment to an operational definition of equity
- Attracting and retaining quality teachers and leaders
- Creating systematic and systemic processes that support and align articulation for curriculum, instructional, professional development and assessment through school improvement planning
- Improving the quality of strategies/work processes designed for improvement at the school level
- Connecting and balancing empowerment at the school level with direction at the district level



- Improving parental involvement and communication that helps their child succeed at school
- Committing and resolving to identifying the root causes of issues and concerns throughout the system
- Knowing what you need to know to become one of the nation's premiere school districts

The Quality Assurance Review Team recommends that the Broward County Public Schools:

1. Sustain and strengthen the large-scale implementation of the system-wide program and framework for continuous improvement (Stay the course!)
2. Use technology and training resources to build the capacity of the professional staff to disaggregate, analyze, and use student performance data to inform and direct classroom instruction
3. Establish and commit to board policy in the following areas:
 - Board training requirements and orientation of members related to their role and function as a corporate board
 - Role and responsibilities of the Board consistent with constitutional requirements
 - Issues and conflict resolution
 - Operational definition of equity
4. Build understanding and provide support for departments and schools to purposely and seamlessly align goals, strategies, and assessments with the strategic direction of the district
5. Expand the capacity of the instructional staff at the school level to identify, execute, and monitor the impact of research-based strategies for improving student learning



Closing Summary

The Quality Assurance Review Team found the Broward County Public Schools to be an outstanding school system led by a skilled and talented professional staff, dedicated and knowledgeable board of education, educated and involved parents, and a supportive community that collectively encourage and support student success at all levels of the system. It is evident throughout the system that instructional improvement that results in improving student achievement is the highest priority.

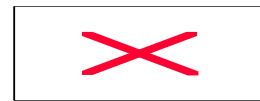
The Quality Assurance Review Team certifies that the school system has satisfactorily met the expectations and responsibilities of the SACS Guided Self-Study. Additionally, the Quality Assurance Review Team certifies that the Broward County Public Schools meets all the standards for accreditation for District Accreditation. Consequently, the Quality Assurance Review Team recommends to the SACS CASI Board of Directors, unanimously and without reservation, that the Broward County Public Schools be awarded District Accreditation.

With the primary focus of this process being on improving student performance, the Quality Assurance Review Team sincerely hopes that the recommendations presented in this report will help in the continuing efforts to improve the quality of the learning experience provided to all students in the Broward County Public Schools. In order for the system and its schools to improve, the professional staff must continually assess, plan, implement, monitor, evaluate and reassess. The success of such an effort is largely dependent on the school system's understanding and level of commitment to a process of improvement that is systemic and continuous.

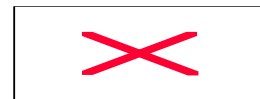
The Quality Assurance Review Team recommends that the school system with the support of stakeholders in the community immediately begin the Implementation Phase of the accreditation process. It is through the implementation phase that the instructional and organizational capacity of the school system can be strengthened and students' achievement of the desired results for learning will be accomplished. As such, throughout the Implementation Phase the school system should ensure that the following steps are taken:

1. Review and communicate the findings and observations contained in the report;
2. Consider and take action, where appropriate, on the recommendations contained in this report;
3. Continue to monitor accreditation requirements for the system and its schools;
4. Ensure that strategies identified at the system and school levels are executed to accomplish specific goals to improve student learning;
5. Update and communicate to all stakeholders the system and school level profiles of student performance at least annually;
6. Document growth in student learning and instructional and organizational effectiveness; and
7. Review and revise, as necessary, the improvement plans at the system and school level.

The Quality Assurance Review Team expresses appreciation to the professional staff at the system and school levels, members of the Board of Education, parents and other community representatives for their hospitality extended during the visit. The Quality Assurance Review Team challenges the professional staff and the Board of Education to receive and study this



report and, through consensus, accept and act on those recommendations they believe will improve or enhance the quality and capacity of the school system to improve student learning. Additionally the team wishes the school system and its students much success in pursuit of student achievement through the continuous process of educational improvement.



SCHOOL DISTRICT: Broward County Public Schools
Date(s) of Visit: October 29 – November 1, 2006

I. Evidence of Meeting Standards

Standard	Meets Expectations	Meets Expectations with Recommendation(s)	Does Not Meet Expectations List deficient indicators, if any (e.g. 3.5, 6.7, or 4.6)
Standard 1: Beliefs and Mission	X		
Standard 2: Governance and Leadership	X		
Standard 3: Curriculum	X		
Standard 4: Instructional Design	X		
Standard 5: Assessment, Measurement, and Effective Results	X		
Standard 6: Resources	X		
Standard 7: Student Services	X		
Standard 8: Staff and Stakeholder Communications and Relationships	X		
Standard 9: Physical Facilities	X		
Standard 10: Continuous Process of Improvement	X		

Notes:

In the professional judgment of the quality assurance review team, if a standard is rated “meets expectations with recommendation” there should be a recommendation(s) related to the standard in the narrative of the report.

In the professional judgment of the quality assurance review team, if a standard is rated "does not meet expectations" the indicator(s) not met should be listed in the “list deficient indicators” column.

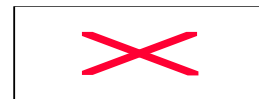
II. Demonstration of Continuous Improvement

Use the following rubric to identify the school district’s level of effectiveness in engaging and demonstrating a continuous process of improvement.

Absent	Emerging	Effective	Exemplary
<ul style="list-style-type: none"> ○ There is little or no evidence of a continuous process of improvement. ○ There is limited awareness among staff of the process of continuous improvement and its importance. 	<ul style="list-style-type: none"> ○ The improvement process is episodic (sometimes but not consistently evident). ○ There is growing awareness among most staff of the improvement process and its importance. 	<ul style="list-style-type: none"> ○ The improvement process is almost always evident. ○ There is general awareness among staff of the improvement process and its importance. 	<ul style="list-style-type: none"> ○ The improvement process is consistently evident or routine, aligned with other practices, and focused on achieving the vision and expectations for student learning. ○ Almost all staff is aware of the improvement process and understands its importance and how it impacts other people and practices in the school.

LEVEL OF EFFECTIVENESS: (Check the appropriate box.)

ABSENT **EMERGING** **EFFECTIVE** **EXEMPLARY**



III. Providing Quality Assurance

Absent	Emerging	Effective	Exemplary
<ul style="list-style-type: none"> ○ There is little or no evidence of methods or procedures designed to monitor and support the teaching and learning process. ○ There is limited awareness among staff of current levels of effectiveness. 	<ul style="list-style-type: none"> ○ Methods for quality assurance are episodic (sometimes but not consistently evident). ○ There is growing awareness among staff that methods of quality assurance are being implemented to support, assist, and monitor the teaching and learning process. 	<ul style="list-style-type: none"> ○ Methods for quality assurance are almost always evident. ○ There is general awareness among staff that methods of quality assurance are in place to support, assist, and monitor the teaching and learning process. 	<ul style="list-style-type: none"> ○ Methods for quality assurance are consistently evident or routine, aligned with other practices, and focused on achieving the vision and expectations for student learning. ○ Almost all staff is aware of the methods for quality assurance and understands its importance and how it impacts other people and practices in the school.

LEVEL OF EFFECTIVENESS: (Check the appropriate box.)

ABSENT EMERGING EFFECTIVE EXEMPLARY

IV. Recommendation to SACS CASI for District Accreditation:

Recommend initial accreditation

Do not recommend accreditation at this time

(Note: chair should provide below or on an attached sheet the conditions that must be met including standard deficiencies for initial accreditation.)

V. Quality Assurance Review Team

Chair: Mark Elgart	Member: Veronica Harts
Co-Chair: Nikki Armato	Member: Frank Holman
Vice-Chair: Jim Doud	Member: Mary Beth Huber
Vice-Chair: Hartzel Jennings	Member: Vinetta Jones
Member: Sonja Alexander	Member: Michael Klopenstein
Member: Katy Anthes	Member: Carmen Ledesma
Member: Glen Arfsten	Member: Alvera Lesane
Member: Karalia Baldwin	Member: Sharon Lewis
Member: Christine Barbone	Member: Ken Manuel
Member: Emma Bass	Member: Larry Marksberry
Member: Janice Brown	Member: Walter McLean
Member: Annette Bohling	Member: Al Monetta
Member: Randall Cook	Member: Linda Moniuszko
Member: Elva Cooper	Member: Jorge Ortega
Member: Traci Dami	Member: Kathy Sergeant
Member: Denise Doyle	Member: Vickie Perdue-Scott
Member: Michael Ehringhaus	Member: Peggy Siegel
Member: Nancy Golson	Member: Lynn Simmers
Member: Lauree Harp	Member: Brenda Spencer
Member: Sharon Steindam	Member: Tom Welsh
Member: Kathy Shaver Wetzel	Member: Hilda Wilkins

Quality Assurance Review Team Members Broward County Public Schools District Accreditation

Dr. Mark A. Elgart, Team Chair, (Georgia) currently serves as the President and Chief Executive Officer of AdvancED, the parent organization for SACS CASI, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), and the National Study of School Evaluation (NSSE). Additionally he serves on the Board of Directors of the Commission on International and Trans-Regional Accreditation (CITA), the National Council for Accreditation of Teacher Education (NCATE), and the National Education Knowledge Industry Association (NEKIA). He also serves on the Advisory Committee for Measured Progress. Some of his prior experiences include central office and school based administration including middle school principal, secondary math teacher, and physics teacher.

Dr. Nikki Armato, Co-Chair, (Maryland) currently serves as the Senior Vice President for Professional Services for AdvancED. She is responsible for developing and leading AdvancED's Professional Services Department, which is designed to deliver a variety of high quality learning opportunities to a global community of educators. Before her work for AdvancED and SACS CASI, Dr. Armato was the lead consultant for Armato Consulting, a business she created and developed. In this position, she worked with a wide variety of clients that included schools, school districts, educational associations, non-profit organizations, government agencies and corporations. Some of her prior experiences also include elementary teacher; teacher Gifted K-12; education consultant and instructional specialist for Teaching and Learning Strategies and Programs.

Dr. James Doud, Vice-Chair, (Florida) currently serves as Professor of Educational Leadership/Administration at the University of Florida in Gainesville, Florida. Some of his prior experiences include elementary teacher/teaching principal; elementary principal; Acting Head of the Department of Teaching and Director of Malcolm Price Laboratory School; Professor of School Administration; Director of the Iowa Principals Academy and Iowa Assessment Center; Professor and Chair of the Department of Educational Leadership, Policy and Foundations at the University of Florida.

Dr. Hartzel Jennings, Vice-Chair, (Florida) currently serves as State Specialist for SACS CASI and AdvancED providing technical assistance in the areas of accreditation and school improvement for schools and school systems. Some of his prior professional experiences include: high school principal, middle school principal, elementary school principal, director of instructional materials and media; assistance to the vice president of Miami Dade Community College, department chairman of community services - Miami Dade Community College; department chairman of community services Miami Dade Community College; taught graduate classes for Nova University, director on marketing and research for Dukane corporation and coordinator of instructional service a Kentucky educational development corporation - Title 3 – ESEA.

Dr. Sonja Alexander (Georgia) currently serves as the Principal of Chesnut Charter Elementary School in Dunwoody, Georgia for the DeKalb County Schools. Some of her previous professional experiences include Elementary Assistant Principal, Assistant Principal at Magnet School for High Achievers (Grades 4-6), 8th Grade Language Arts Teacher, and Psycho-educational Center School Social Worker.

Katy Anthes (Colorado) currently serves as the Partner and Founder of The Third Mile Group, an organization dedicated to working with others to research, network practitioners, and implement sound social and education policy. Some of her prior experiences include serving as a policy analyst and program director for the Education Commission of the States; working at a nonprofit consulting firm dedicated to developing nonprofit organizational effectiveness; and involved in community organizing on environmental issues in the state of Oregon. She has a master's degree in public policy, with an emphasis in public leadership, and currently is working on her dissertation for her Ph.D. in public affairs.

Dr. Glen Arfsten (Florida) currently serves as the ESE teacher, Atlantic High School, Delray Beach, Florida. Some of his prior experiences include 30 years as a vocal and music teacher. He has a doctorate in music.

Karalia Baldwin (Florida) currently serves as Guidance Supervisor, SACS CASI and College Board District Liaison for Pinellas County Florida School District. Some of her prior experiences include guidance counselor/coordinator, district parental advocate, ESE teacher – elementary and middle levels, middle school - language arts and math, time out room teacher and alternative behavior center specialist.

Christine Barbone (Pennsylvania) is currently a Learning Resource Center teacher at Hatboro-Horsham High School in Horsham, Pennsylvania. Some of her previous experiences include guidance counselor at the middle and junior high school levels and high school English teacher.

Emma Bass (Arkansas) currently serves as the Director of the Arkansas NCA CASI for AdvancED. Some of her previous experiences include high school English teacher, high school choral music teacher, junior high counselor, elementary principal, middle/junior high principal, and Associate Director of School Improvement and Policy Development at the Arkansas Department of Education.

Janice Brown (Michigan) currently serves as the Superintendent of the Kalamazoo Public Schools. Some of her prior experiences include Teacher, Curriculum Resource Consultant, Administrative Assistant, College Instructor; Consultant (School Improvement and Migrant Education); Coordinator School Improvement (MDE), Principal, and Executive Director.

Annette Bohling (Arizona) currently serves as the Senior Vice President of Accreditation for AdvancED. Some of her previous experiences include state department deputy commissioner, state department standards/assessment/accreditation director, NCA Director for Wyoming, high school and junior high Spanish and French teacher, interpreter/translator, and attorney.

Randall Cook (Florida) currently serves as the as the Secondary Social Studies Specialist for the School Board of Lee County. He oversees the social studies programs for all middle schools and high schools in the county. Some of his prior experiences include teaching AP US History, World History Honors, and American History Honors at Mariner High School for 10 years.

Dr. Elva Cooper (North Carolina) currently serves as the Regional Superintendent for Elementary Schools for the Charlotte-Mecklenburg Schools in Charlotte, North Carolina. Some of her previous experiences include Regional Assistant Superintendent, Executive Director for Elementary Education, Principal of Cotswold Elementary School, Summer School Site Administrator, Assistant Principal, 2nd Grade Teacher, 3rd Grade Teacher, and $\frac{3}{4}$ Combination Teacher.

Traci Dami (Florida) currently serves as the Coordinator of Staff Development and School Improvement for Collier County Public Schools in Naples, Florida. Some of her previous experiences include middle school geography and reading teacher, instructional technology specialist and district coordinator for staff development and school improvement.

Denise Doyle (Florida) currently serves as the Director of School Improvement for the School District of Palm Beach County in West Palm Beach, Florida. Some of her previous experiences include classroom teacher, primary resource teacher, assistant principal, principal, and director of elementary education.

Dr. Michael Ehringhaus (New Hampshire) currently serves as Director of Professional Development for Measured Progress in New Hampshire. Some of his prior experiences include Teacher in North Carolina and New Zealand; Instructor/Teacher trainer/research associate at UNC-Charlotte; Director for Adult Learning Programs of Alaska; Test Developer for Education Testing Service; Coordinator of State Services at ETS; Research Associate at Cornell University and Syracuse University; Director Partnerships for Reform; and Program Manager for Measured Progress.

Dr. Nancy Golson (Alabama) currently serves as the Director of Special Education of Auburn City Schools in Auburn, Alabama. Some of her prior experiences include elementary principal in Auburn and in Charlotte North Carolina, junior high school teacher, and college professor.

Lauree Harp (Illinois) currently serves as the Vice President of Sales and Finance for AdvancED. Some of her previous experiences include Executive Director of an Educational Not-for-Profit organization, management positions in Business Operations and Finance for several Educational Not-for-Profit organizations.

Veronica Harts (Louisiana) currently serves as the Associate Vice President of Professional Services for AdvancED. Some of her previous experiences include elementary school administrator as a Principal, Assistant Principal, and Elementary Curriculum Specialist; Elementary classroom teacher; and Independent Early Childhood Consultant.

Dr. Frank Holman (Arkansas) currently serves as the Superintendent of Schools for the Cabot Public Schools in Cabot, Arkansas. Some of his previous experiences include high school Principal, high school Social Studies Teacher and Coach, middle level Teacher, Elementary Teacher and served on technical assistance teams for High Schools That Work.

Mary Beth Huber (Louisiana) currently serves as Elementary Curriculum Specialist for Calcasieu Parish School System in Lake Charles, Louisiana. Some of her previous and present experiences include Classroom teacher for twenty years (Grades 1, 2 and 3), Curriculum Coordinator (for low-performing schools addressing state accountability standards), District Evaluator for School Improvement Plans, K-3 Reading and Math Initiative District Coordinator, and Coordinator for District Accreditation process.

Dr. Vinetta Jones (Washington, D.C.) currently serves as Professor, School of Education, Howard University (educational psychologist). Some of her previous experiences include Dean, School of Education, Howard University; Executive Director, The College Board, EQUITY 2000; Dean, School of Education and Urban Studies, Morgan State University; Statewide Director UNC Mathematics and Science Education Network, University of North Carolina, Chapel Hill; Statewide

Director MESA (Mathematics, Engineering and Science Achievement) Pre-college Program, University of California, Berkeley; and Middle Grade Mathematics Teacher, Detroit, Michigan

Dr. Michael Klopenstein (Wyoming) currently serves as the Assistant Superintendent of Instruction, Laramie County School District #1 in Cheyenne, Wyoming. Some of his previous experiences include Elementary Principal, Jr. High School Principal, Jr. High Social Studies Teacher, and Elementary Physical Education Teacher.

Dr. Carmen Ledesma (Florida) currently serves as the Student Activities Director, New World School of the Arts, Miami Florida, Senior Class Sponsor and SACS internal facilitator. She is also an adjunct professor at Florida International University. Some of her prior experiences include French and Spanish teacher; English teacher; trainer for the US DOE; group relations; human relations; grant reviewer for Learn & Serve America; human resource development; and counselor.

Alvera Lesane (North Carolina) currently serves as the Senior Director of Professional Growth and Development- Durham Public Schools in Durham, North Carolina. She is also currently a doctoral student in Educational Leadership at UNC-Chapel Hill. Some of her prior experiences include Chief Quality Assurance Officer for the Iredell-Statesville Schools in North Carolina, High School Social Studies Teacher, High School Assistant Principal, Middle School Principal, and Director of Staff Development.

Sharon Lewis (Michigan) currently serves as the Executive Director of Good Schools Making the Grade in Detroit, Michigan. Some of her previous experiences include high school math teacher, Assistant Superintendent for Research and School Reform Detroit Public Schools – responsible for the District’s testing and evaluation units, school of choice, charter school, school reform efforts, etc.; Director of Research, Council of the Great City Schools – creating and maintaining a data base on 65 largest urban districts in the country, providing leadership for technical assistance teams to districts (in the areas of research, testing, and curriculum), and report writing.

Kenneth Manuel (Florida) currently serves as Director of the Florida SACS Council on Accreditation and School Improvement. Some of his prior experiences include regional superintendent, elementary director, elementary and middle school principal, staff development coordinator and teacher.

Larry Marksberry (Florida) currently serves as the Senior Army Instructor, Forest Hill High School Army JROTC Department in West Palm Beach, Florida. Some of his prior experiences include Army Officer for 23 years, retired 1992; active duty experience included 3 years as Assistant Professor of Military Science at Virginia Tech and 3 years as Inspector General of Senior ROTC programs from Maine to Puerto Rico; following retirement, Senior Army Instructor at the high school level; Director, JROTC Academy; and principal of Gloria Dei Lutheran Academy; served as School Advisory Council chair at the high school level; and served as SACS Coordinator in several high schools.

Walter McLean (Michigan) currently serves as an Educational Consultant to NCA-CASI (Regional Representative and Ambassador), The Skillman Foundation (Good Schools High School Initiative) and Spillis Candela, DMJM (an architectural firm). Some of his previous experiences include K-12 Teacher; K-12 Principal/Administrator; District Administrator (Executive Director of Student Accountability/Bill & Melinda Gates Foundation Project).

Al Monetta (Michigan) currently serves as the NCA CASI Regional Representative for Michigan NCA State Office. He also provides staff development and workshops for school improvement and technical assistance to schools. He is currently helping organize the comprehensive audit of Michigan schools that have failed to meet AYP for the past 5-7 years. Some of his prior experiences include junior high (East Los Angeles) and high school (Michigan) teaching as well as staff development in a large suburban school district.

Linda Moniuszko (Virginia) currently serves as Supervisor of Quality Systems for Prince William County, in Manassas, Virginia. Some of her prior experiences include serving Richland One Public Schools in Columbia, South Carolina as an elementary principal for six years; serving Cabarrus County in Concord, North Carolina as an assistant principal for instruction for five years and Director of Elementary Education for one year. She also has teaching experience in elementary (K-6) and special education, both resource and self-contained.

Jorge Ortega (Florida) currently serves as Director of School Improvement in the Leon County School District in Tallahassee, Florida. Some of his prior experiences include Director of School Improvement and Instructional Technology in the Leon County, Director of Instructional Technology in the Florida Department of Education, and High School Mathematics and Computer Education teacher.

Kathy Sergeant (Michigan) currently serves as the Associate Director of Michigan NCA CASI for AdvancED. Some of her previous experiences include being a high school principal, middle school principal, elementary principal, grades 7-12 teacher/counselor, and an admissions director at a community college.

Dr. Vickie Perdue-Scott (Georgia) currently serves as Executive Director of Grant Development and Administration for the Fulton County School System in Atlanta, GA. Some of her prior experiences include Deputy Superintendent of Academics P-12, Associate Superintendent for Teaching and Learning and Community Affairs P-12, Assistant Superintendent for Instructional Services P-12, High School Principal, Associate Principal for Instruction, and Interrelated Teacher Specialist - Program for Exceptional Children P-12. In addition, she serves as Georgia's Council Chair on the National Beta Club Board of Directors and as an Adjunct Professor in Mercer University's Transformational Leaders Doctoral Program.

Dr. Peggy Siegel (Washington, District of Columbia) currently serves as Vice President for Strategic Alliances for AdvancED. Some of her prior professional experiences include: director of the High Performance School Project for the JC Penney Leadership Institute on School Improvement; the BIE IN (Baldrige in Education Initiative); and Business/Education Leadership Initiatives at the National Alliance of Business. In addition she has served as a liaison providing technical assistance to the Ohio General Assembly; the National Conference of State Legislatures; Jersey City, Seattle, Fort Worth and San Antonio Public Schools; and state departments of education in Virginia and Texas.

Lynn Simmers (Indiana) currently serves as Principal of Perry Hill Elementary in Northwest Allen County Schools located in Fort Wayne, Indiana. Some of her prior experiences include serving as a middle school assistant principal and athletic director; facilitator for the Southern Regional Education Board (SREB) in prioritizing, mapping, and monitoring curriculum; and sixth grade classroom teacher.

Brenda Spencer (Virginia) currently serves as the school improvement coordinator, Office of School Improvement, Virginia Department of Education, located in Richmond, Virginia. Some of her prior experiences include High School English Teacher, Curriculum Resource Specialist, Vice Principal (middle school and high school), Principal (elementary school), Title I Specialist and Coordinator (Virginia Department of Education).

Dr. Sharon Steindam (Illinois) currently serves as the Associate Vice President of Professional Services for AdvancED. Some of her previous experiences include Elementary teacher (grades 3-6); Coordinator of Gifted/Talented Program; Elementary Principal; Intermediate/Middle School Principal; Director of Planning and Assessment; Associate Director, NSSE; Adjunct Professor, The American University in Washington, DC.

Tom Welsh (Florida) currently serves as Director of Research Services, Department of Instructional Research and Accountability for the Duval County Public Schools. Some of his previous experiences include elementary principal, supervisor of testing, coordinator of student information, secondary guidance counselor, and high school math teacher.

Dr. Kathy Shaver Wetzel (Alabama) currently serves as Assistant Dean for Student Services and Teacher Certification, and Clinical Associate Professor of Special Education, The University of Alabama, Tuscaloosa, Alabama. Some of her previous experiences include Executive Director for the Alabama Consortium for Educational Renewal, The University of Alabama and the Tuscaloosa City and County School Systems, Tuscaloosa, Alabama; technology instructor, Collins-Riverside Junior High School, Tuscaloosa, Alabama; teacher of gifted and talented education, Northport Jr. High School, Tuscaloosa AL; special education teacher, Northport Jr. High School.

Dr. Hilda Wilkins (Georgia) currently serves as Principal of Hightower Middle School for the Cobb County School District in Georgia. Some of her previous experiences include Director of High School Curriculum and Director of Continuous Improvement for Cobb County Schools, Assistant Principal, English Teacher, and the SACS CASI Program Planning Committee for the Annual Conference.

**AdvancED is the parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE).*

**Broward County Public Schools
Quality Assurance Review
October 30 - November 1, 2006
Rock Island Professional Development Center**

Monday, October 30, 2006

Time	Event	BCPS Participants	Quality Assurance Review Team (QART)	Members	Location
7:30 a.m.	Meet in hotel lobby and ready to depart Shuttle to KCW		All QART Members		
8:00	Arrive at KCW District Office	Dr. Till and Senior Management	All QART Members		School Board Room
8:20 – 9:00	Welcome and Overview of district mission, vision, system plan, goals, results, quality assurance	Dr. Till, Dr. Smiley	All QART Members		School Board Room
9:00 – 9:45	Interview	Dr. Till	All QART Members		School Board Room
9:50 – 11:00	Interview	Senior Management	All QART Members		School Board Room
11:00 – 11:45	Interview Interviews	School Board Chair Individual Board Members	QAR Mini Teams (Teams 1-9) (Each Mini-Team should be made up of 4 QAR Team members)		KCW Office 14 th floor Board Member Offices KCW—14 th Floor
12:30 – 1:30	Lunch Shuttle to Rock Island		All QART Members		Room 501
*1:45 – 2:30	Interview	(20) South Area Principals (20) South Central Area Principals (20) North Area Principals (20) North Central Principals (These are principals that will not be receiving a school visit)	Team A Team B Team C Team D		Room 401 Room 402 Room 403 Room 404

**Broward County Public Schools
Quality Assurance Review
October 30 - November 1, 2006
Rock Island Professional Development Center**

Monday, October 30, 2006 (continued)

Time	Event	BCPS Participants	Quality Assurance Review Team (QART)	Members	Location
2:30 – 3:15	Interviews	DAC/PTA	Team A		Room 401
		DAC/PTA	Team B		Room 402
		Central Office Staff	Team C	Curriculum and Instructional Design Diane Carr, Executive Director, Core Curriculum Frank Vodolo, Executive Director, Educational Programs Leah Kelly, Executive Director, Student Support and ESE Sayra Hughes, Executive Director, Multicultural and ESOL Program Services Marcia Baldanza, Principal on Assignment, Superintendent's Schools Daniel Traeger, Principal on Assignment, High School Reform	Room 403
		Central Office Staff	Team D	Assessment, Measurement, and Results School Improvement Katherine Blasik, Assistant Superintendent, Research, Evaluation, Assessment & Boundaries Judy Zinn, Director, School Improvement Russell Clement, Director, Student Assessment Cary Sutton, Director, Research Services Fran Bolden, Area Director, North Central Area Joel Herbst, Area Director, South Central Area	Room 404
3:15 – 4:15	Interviews	Business and Community Members/Partners	Team C		Room 403
		Business and Community Members/Partners	Team D		Room 404
3:15 – 4:15	Interviews	Central Office Staff	Team A	Student Services Stakeholder Communication Relationships Lane Roosa, Director, Student Services Laurie Sutton, Coordinator, Guidance Denise Rusnak, Director, ESE	Room 401

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				Craig Anderson, Area Director, North Area	
3:15 – 4:15	Interviews	Central Office Staff	Team B	Resources and Facilities Tom Getz, Director, Capital Planning & Programming Tom Linder, Executive Director, Maintenance & Facilities Operations Ruben Parker, Director, Transportation Tom Coates, Executive Director, Facility Management, Planning & Site Acquisition Frank Mandley, Director, Grants Management Steve Friedman, Area Director, South Area	Room 402
4:30	Shuttle to Embassy Suites				
5:00 – 7:00	Team Dinner		All QART Members		
7:15 – 10:15	Team Meeting		All QART Members		Team Work Area

Tuesday, October 31, 2006

School Visitation (Halloween)

Time	Event	BCPS Participants	Quality Assurance Review Team (QART)	Members	Location
6:45 a.m.	Meet in hotel lobby and ready to depart	District Office Staff	All QART Members		Embassy Suites
8:00 – 8:30	Arrive at School A Classroom Walk –Through	District Office Staff School Principal	QAR Mini Team		School A
8:30 – 9:30	Interview	Principal/Leadership Team (A.P's, Specialist, Curriculum Coaches, Grade Chairs)	QAR Mini Team		School A
9:30 – 10:15	Interview	School Advisory Council	QAR Mini Team		School A
10:15 – 11:15	Interview	Groups of 10-15 Stakeholders (Parents not employed, community members, business partners, teachers/other staff not	QAR Mini Team		School A

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		involved in school committee)			
11:20	Lunch at School A	District Staff Members Principal from School A Principal from School B	QAR Mini Team		School A
12:20	Travel to School B	District Staff Member Principal from School B	QAR Mini Team		
12:45	Arrive at School B Classroom Walk – Through	District Office Staff School Principal	QAR Mini Team		School B
1:00 – 1:45	Interview	Principal/Leadership Team (A.P's, Specialist, Curriculum Coaches, Grade Chairs)	QAR Mini Team		School B
2:00 – 2:45	Interview	School Advisory Council	QAR Mini Team		School B
3:00 – 3:45	Interview	Groups of 10-15 Stakeholders (Parents not employed, community members, business partners, teachers/other staff not involved in school committee)	QAR Mini Team		School B
3:45	Depart to Hotel	District Staff Only	QAR Mini Teams		Embassy Suites
5:30 – 7:00	Team Dinner		All QART Members		OPEN
7:15 – 10:15	Team Meeting		All QART Members		Team Work Area

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Wednesday, November 1, 2006

Time	Event	BCPS Participants	Quality Assurance Review Team (QART)	Members	Location
6:45 a.m.	Meet in hotel lobby – Check out Shuttle to Rock Island Professional Development Center (RIPDC)		All QART Members		
8:00– 10:00 a.m. <u>*(RIPDC)</u>	Follow-up interviews with key Senior Management to complete Accreditation Standards’ Verification Interviews held at RIPDC- All interviewees will receive binder/guide addressing their noted SACS Standards	Superintendent and Senior Management responsible for: Beliefs and Mission Governance and Leadership Dr. Till, James Notter, Robert Vignola and others	QAR Standards Team (All QART Members) Group 1		Room 203
		Curriculum and Instructional Design Diane Carr, Executive Director, Core Curriculum Frank Vodola, Executive Director, Education Programs Leah Kelly, Executive Director, Student Support and ESE Sayra Hughes, Executive Director, Multicultural and ESOL Program Services Marcia Baldanza, Principal on Assignment, Superintendent’s Schools	Group 2		Room 206

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		Daniel Traeger, Principal on Assignment, High School Reform			
		Assessment, Measurement, and Results School Improvement Katherine Blasik, Assistant Superintendent, Research, Evaluation, Assessment & Boundaries Judy Zinn, Director, School Improvement Russell Clement, Director, Student Assessment Cary Sutton, Director, Research Services Fran Bolden, Area Director, North Central Area Joel Herbst, Area Director, South Central Area	Group 3		Room 401
		Resources and Facilities Tom Getz, Director, Capital Planning & Programming Tom Linder, Executive Director, Maintenance & Facilities Operations Ruben Parker, Director, Transportation Tom Coats, Executive Director, Facility Management, Planning & Site Acquisition Frank Mandley, Director, Grants Management Steve Friedman, Area Director,	Group 4		Room 402
		Student Services Stakeholder Communication	Group 5		Room 403

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		Relationships Lane Roosa, Director, Student Services Laurie Sutton, Coordinator, Guidance Denise Rusnak, Director, ESE Craig Anderson, Area Director, North Area			
10:00 – 1:00	Work time for Finalizing Report/Lunch/Deliberations		All QART Members		Room 304
1:15 – 2:00	Shuttle to KCW School Board				
2:15 – 2:45	Final Conference	Superintendent, Senior Management (Core Group Only)	QAR Team Chair, and Co-Chair		KCW-Superintendent's Conference Room-10 th floor
3:00 – 4:00	SACS District Accreditation Oral Report during Board Workshop	All Participants	All QART Members		