



Broward County Public Schools

Ft. Lauderdale, Florida

November 29 – December 3, 2021

System Accreditation Engagement Review

214935

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	4	EM:	4
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	3	EM:	3
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	3	IM:	3	RE:	4	SU:	3	EM:	4
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.									Improving
	EN:	2	IM:	3	RE:	3	SU:	2	EM:	3
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Improving
	EN:	2	IM:	3	RE:	2	SU:	3	EM:	3
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	4	EM:	3
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	4
1.9	The system provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3
1.11	Leaders implement a quality assurance process for their institutions to ensure system effectiveness and consistency.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	3
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	2
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.									Improving
	EN:	4	IM:	2	RE:	2	SU:	1	EM:	3
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3
2.8	The system provides programs and services for learners' educational futures and career planning.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3
2.9	The system implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4

Learning Capacity Standards										Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Improving
	EN:	4	IM:	3	RE:	2	SU:	3	EM:	3
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	4	IM:	4	RE:	2	SU:	2	EM:	3

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	3
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	3
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	3
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.									Improving
	EN:	2	IM:	3	RE:	2	SU:	3	EM:	2

Resource Capacity Standards										Rating
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.									Improving
	EN:	3	IM:	2	RE:	3	SU:	3	EM:	2

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	334.68	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team (team) identified themes from the review that supports the continuous improvement process for Broward County Public Schools. These themes present strengths and opportunities to guide the improvement journey.

The Broward County Public School System has demonstrated and continues to practice a solid growth mindset that focuses on improving teaching and learning and is a place where trust defines relationships. Preparation work in anticipation of the review indicates that thoughtful and shared responsibility characterizes the work and philosophy of the school system. A strong commitment to the mission and vision was evident to the Engagement Review Team in all interactions with the Broward County Public School System (BCPS) family. A culture is a group of people who behaves and sees themselves in relation to the mission. Cultures are further strengthened in times of hardship and difficulty. The system's mission is clear, and commitment to it is evidenced through interviews with parents, students, teachers, and leaders. A variety of techniques are used by the system to engage stakeholders in understanding and committing to the purpose. Advisory committees are operating district-wide in every school (School Advisory Councils). A District Advisory Council provides opportunities for the system to engage with representatives from the various schools. The system seeks input from the Audit Committee, Bond Oversight Committee, the Broward County Council of PTAs/PTSAs, and a number of other groups. Each school has its own volunteer program that is beginning to gear back up following the pandemic. Interviews with over 300 parents indicate that they feel engaged and have opportunities to give input. Some responses from parents indicate that they do not often know that their input has been taken, and they are seeing the results of their feedback. The Annual Customer Survey is administered annually, and the system administered Cognia's Culture and Climate Surveys for parents, teachers, and students in 2019. Interviews with teachers and parents indicated that they have the highest regard for the administration and for each other. Often during these conversations, the word "trust" was heard. This "trust" development filters down to the students as well. BCPS is a "we" place where stakeholders feel ownership and affinity to the district and its purposes, especially at the school level. With the recent change in the superintendency, that trust relationship will take some time to establish. Various opportunities are provided for students to develop relationships with adults that support their educational needs. Additionally, students, when asked, expressed that they were comfortable asking for help. There does not appear to be a consistent formal advocacy program system-wide, but interviews indicate that students are having their social, emotional, and academic needs met. Teacher interviews, student interviews, and parent interviews stressed the culture of the school as being one of a 'family,' where each family member looks after the other. Parents stress that students have the support they need to be successful. School leaders and staff are open to discussions

about student needs. This sense of ownership and affinity is not by accident. The system is encouraged to implement strategies that will continue the development of the trust relationship between the schools, community, and district leadership. Recent events have caused some of that most important trust to deteriorate.

Continuous improvement in Broward County Schools is a robust, inclusive, formalized process that engages and enlists the input from all stakeholders. The system has identified four key success factors in how strategies are executed. These five key factors include commitment, alignment, communication, measurement, and a balance of innovation and control. The school board is involved in every step of the development and implementation of the plan. Initiative teams drive the work forward, and dashboards assist in measuring progress and the cadence of accountability. Stakeholders are engaged in the process. Schools develop and implement their school improvement plans in alignment with the district's strategic plan. Interviews with system staff indicated that a number of tools and relationships have assisted them in reflecting on practice and setting appropriate goals, including work from the Government Finance Officers Association (GOFA), which provides guidance on best practices in funding; the Public Education Leadership Project (PELT) from Harvard University who worked with the Strategic Plan team, the incorporation of the Four Disciplines of Execution (McChesney, Covey, Huling) which assisted in developing an intense focus on wildly important goals, acting on measure and providing compelling scoreboards, The Council of the Great City Schools (peer reviews), and Cognia's Performance Standards for School Systems. Interviews indicate that stakeholders were engaged all along the way in the development and ongoing monitoring of the plan. Parent groups, advisory groups, district advisory groups, unions, and other districts all provided support and input into the plan. The strategic plan has six campaigns with a total of 20 initiatives. Each campaign has a cabinet-level sponsor; each is led by a director who assembles a diverse team to implement the work. These campaigns include Support Services for All, Student Experience, Retain, Develop and Recruit, Let's Connect, Our Data, Our Tools, and Refresh, Redesign, and Reduce Risk. Accountability is assured through monthly campaign calls, project plans with timelines, resources, and risks, and regular board workshops. A tiered set of metrics guide the implementation and measures of success. At the direction of the Broward County Public School Board, the strategic plan is under revision to identify one to five critical priorities and modify stakeholder engagement practices. This revisit appears, in part, to the gaps that have come about in student performance because of the pandemic. A renewed focus on the social and emotional health of students and staff is also another factor in the revision process of the strategic plan. Given recent events in Broward County Public Schools, the interim superintendent clearly understands the need for changes in the strategic plan and an increased effort to rebuild trust. In her opening remarks, she stated that she is determined to be out in front of the community, actively engaging in conversations and following through on commitments. The team suggests in the revision process that some streamlining of goals and strategies would assist everyone in marshaling their forces of support and in clearly understanding expectations. Clear and consistently applied standard operating procedures assure uniform adherence to protocols and foster continuous improvement. These are necessary tools to manage the work of such a large school district. Protocols are available for every phase of schooling, including athletics and student activities, coaching and induction practices, student health services, equity and diversity, exceptional student support, leadership development, marketing, strategic communication, and more. Handbooks provide appropriate information for parents, students, and teachers.

The system increased its focus on the development of quality leaders for now and for the future through formalized leadership development programs for parents, students, teachers, and leaders to assure sustainability and future success and further evidence of a growth mindset.

The district provides several opportunities for adults to develop leadership skills for administrative positions in the district. A leadership tracking system (Broward Online Leadership Tracker/BOLT)

maintains information on all individuals in the formal programs of PROPEL (Principal Rapid Orientation and Preparation in Educational Leadership)/LEAD, First Year Assistant Principal Program, First Year Principal Program, Second Year Principal Program, and the Intern District Director Program. This online program is a vital part of the district's Principal Pipeline and has as its goals to improve and streamline hiring systems, select and match qualified leaders with schools, make better-informed decisions about recruiting and developing leaders, track aspiring leaders, and assist with career planning and succession. Participants in this program are selected by a rigorous selection process aligned to the Florida Principal Leadership Standards (FPLS) and engage in monthly cohort meetings, participate in professional learning communities (PLCs) with experienced mentors, develop individualized growth plans aligned to leadership assessments, complete job-embedded tasks/projects, and engage in quarterly professional learning team meetings. Data gathered by the system indicate that 31% of principals participating have obtained roles in district leadership, 61% of assistant principals participating have obtained roles as principals or in district leadership, and 53% of teacher leaders have obtained assistant principal positions. Student leadership opportunities include the South Florida Leadership Training Camps, I Learn America program for immigrants, Latinos in Action, Peers as Partners in Learning in addition to student government opportunities, club leadership, and ROTC programs. Parents serve on local school advisory councils, as PTA/PTSA officers, booster club officers, and on the District Advisory Council. Numerous opportunities are afforded parents to serve as volunteers and various school-based committees and organizations. Teachers have formal opportunities for leadership development in Broward's formal programs but are also afforded many opportunities on the local campus, including grade department chairs, team leaders, service on various school committees, on the School Advisory Council, and in the development, implementation, and monitoring school improvement plans. Some student interviews indicated, however, that they did not feel that their voices were heard and that they were not given opportunities for leadership. The system may wish to pursue more input from students in this regard to continue its mission to "educate all students to reach their highest potential."

The system ensures a growth mindset through its commitment to maintaining connections with instructional practice through formal supervision/evaluation processes and the implementation of various informal practices. Broward County employs five different evaluation systems based on employee groups to provide ongoing feedback to our employees. District-based employees are evaluated annually using the Administrator Performance Planning and Appraisal System (APPAS). Non-instructional employees are evaluated through Support Personnel Performance Appraisal System (SPPAS). School-based administrators are evaluated using Broward's Assessment for School Administrators (BASA), and this process is completed by the Cadres Directors for principals by the principals for assistant principals. District-based administrators use the District Assessment System for Administrators (DASA). All instructional staff members are evaluated through the BrIDGES program (Broward Instructional Development and Growth Evaluation System) using iObservation. Timelines are prescribed for all aspects of these evaluations to be conducted, including orientation deadlines, final evaluation deadlines, and dates that the evaluations are due to Human Resources Support Services. Interviews with over 250 of the system's administrators indicate that less formal observations occur in every campus that focus on student learning and in providing support for teaching. Literacy and math coaches conduct regular classroom visits to determine the need for additional support. This is of primary importance in the current year, given the new reading adoption. Teachers interviewed saw great value in these fewer formal visits and received feedback in varying ways, including notes, emails, and conversations. There does not appear to be a systemic format or expectation for the frequency of these "walk-throughs." Administrators indicated that sometimes these classroom visits were for an intended purpose (to observe a strategy or practice previously determined) or oftentimes to interact with students and get a pulse for learning across the campus. Cadre directors often drop into schools and conduct

classroom visits. To be able to get a systemic look at what instruction looks like across the district, they may examine some uniformity of expectations and feedback processes.

The system leverages the power of collaboration through professional learning community (PLC) expectations, tools, and accountability. Interviews with teachers and administrators indicated that professional learning community meetings occur biweekly. Interviews with teachers indicate that they find great value in collaborating with each other and that typical activities include reviewing student progress, identifying solutions for learning difficulties, and common planning. Variations occurred across campuses as to how the PLC groups were configured and activities conducted during these times of collaboration. Conversations with leaders indicate that the system provides training for professional learning communities as well as suggested templates for meetings, minutes, agendas, etc. Every school seems to have the discretion of topics, management, and expectations for accountability for the various PLC groups. Given the variations across the district, it would be difficult to determine if collaboration, as a professional activity, is making an impact on student learning, teaching practice, or organizational effectiveness. Anecdotal information is readily available but not often recorded or gathered. The system is encouraged to take a regular pulse check by systematically looking at how collaboration is impacting student learning, teaching practice, and organizational effectiveness.

Assuring quality professionals in every position is a major focus of the district, and quality hiring practices as well as effective induction, mentoring, and coaching programs demonstrate this commitment. The BCPS Human Resources and Equity Division Talent Acquisition & Operations department has developed and is implementing specific instructional recruitment strategies. These strategies include exploring alternate pathways for non-teacher candidates, an ESE Mentorship “Grown Your Own” program, career changers, and partnering with local universities. Instructional Coaches (IC) and Instructional Specialists (IS) are required to complete credentialing PD within the first year of the 2-year IC/IS position. A blended model supports the development of the Coaching Data Project. Each year, the district hosts a New Teacher Orientation for new instructional staff (in addition to the onboarding orientation). At this event, new teachers and non-classroom support staff members are provided with a plethora of information on the resources available to them in the district. At this event, the department and coaching and induction provide an in-depth 30-minute presentation of mentoring and induction support, resources such as study guides and vouchers available to teachers, and what they should expect when supported by a school-based mentor or a district assigned induction coach. Instructional Coaches collaborate with new teachers to make informed decisions based on research strategies, analysis of student data, and assessment data and the impact the data has on student achievement, support and retention of effective, qualified teachers, and the cultivation of teacher leaders. The district provides a district-wide orientation. District coaches are available to deliver on-the-spot PD within the classrooms or work with teachers on specific implementation when warranted. The Teacher Induction for Effectiveness & Retention (T.I.E.R.) and The Teacher Leader Career Continuum (TLCC) infuse peer, lead, and master teacher roles for school-based support. The department of Coaching and Induction designed a structured Induction and Mentoring Program aligned with the State of Florida in which all instructional staff new to the profession are provided with a mentor (assigned by school) or induction coach (assigned by the department of Coaching and Induction). Every location (including district instructional staff) assigns a liaison responsible for attending a yearly orientation, facilitating monthly collaborative sessions, and assisting school leadership teams with the assignment of a mentor. Schools and district locations are required to identify potential mentors who are Clinical Educator certified, with at least three years of experience and rating of effective or highly effective on their annual evaluation. Mentors have an opportunity to attend informational sessions quarterly or per semester that provides effective coaching strategies and provide expectations and guidelines to support new instructional staff. The system is encouraged to maintain a clear focus on the results from

mentoring, coaching, and induction programs with regular follow-up sessions to determine if the processes are yielding impacts on student learning and professional practice.

District staff demonstrate a strong commitment and aligned actions to meet the specialized social, emotional, developmental, and academic needs of individual students across the institution. The system has created opportunities for personalized, open, accessible, and equitable opportunities for all learners from Creative Curriculum for Early Intervention to high school programs. Evidence is abundant. Artifacts included information about acceleration, project-based programs, Mentoring Tomorrow's Leaders (MTL), a peer-to-peer mentoring and student leadership program, The 5000 Role Models of Excellence Project, a dropout prevention mentoring program committed to closing the minority male achievement (access) gap. The program is built to ensure the attainment of post-secondary credentials and increase employability in higher-wage, high skills jobs within high-demand industries. Interviews revealed these programs are in place and being taken advantage of by the students. Particularly in ESOL/ELLs, language barriers are mitigated through translation and translated documents. ESOL staff was present throughout the review, and teachers spoke of the resources available to students in ELL/ESOL, students accommodated under ESE, and students protected under 504. Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate standards-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today's classroom. MTSS encompasses all the academic, behavioral, and social-emotional demands of learning. MTSS is a key part of the broader BCPS strategic framework to support all learners and ensure equitable access to a robust, high-quality education. The PROMISE program is an initiative designed to address the unique needs of students (Grades K-12) who have committed a specific non-violent behavioral infraction that would normally lead to a juvenile delinquency arrest and, therefore, entry into the juvenile justice system. Broward County's Exceptional Student Learning Support Division provides curriculum and support for all schools in the areas of curriculum and instruction, speech, and language support, coaching and mentoring, understanding least restrictive environment, providing assistive technology, full IEP (individualized education plan) implementation, data analysis, program standards, accommodations, and behavior support. Interviews with parents of students with specialized needs indicate high levels of satisfaction in having the unique learning needs of their students met at the school and in various programs offered by the school system. Professional learning opportunities are provided for all staff and are available in an annually published calendar. The system is encouraged to consider the general social and emotional health of the students as a result of the pandemic a major priority and in line with the system's commitment to the special needs of all students.

The school system celebrates diversity and ensures equity across all programs. BCPS students represent 177 countries and 151 languages. The system's Department of Equity and Diversity highlights several programs and initiatives that celebrate the richness that a diverse student population brings to the learning of all. The system's equity program prepares an annual report for all constituents. Opportunities abound in this area, including such programs and initiatives as the 5000 Role Models of Excellence Project is a dropout prevention, mentoring program committed to closing the minority male achievement (access) gap by guiding minority male students along a carefully charted path through grades K-12 and college or ensuring the attainment of other post-secondary credentials, and increasing their employability in higher wage, high skills jobs within high demand industries. The program also teaches participants to respect law enforcement, the law, women, school officials, and parents. Students are also exposed to valuable educational and leadership opportunities that are designed to develop and strengthen their leadership skills. The students and adult mentors wear a distinctive uniform consisting of black pants, a white dress shirt, and a 5000 Role Models of Excellence Project signature necktie. The school board has set a schedule of days to honor diversity through resolutions. Resolutions and days of observances are opportunities to engage in prevention-related lessons and school events or maintain

students' commitment to culturally responsive practices, diversity, equity, and inclusion year-round. Observances are excellent tools to educate and excite students to action. Over 562 district employees have taken and completed the course Courageous Conversations about Race (CCAR), a comprehensive course that guides participants through opportunities for research-based instruction, coaching, and practice. Continue processes in place to review curriculum and instructional materials to ensure that they are in line with the district's clear appreciation of diversity.

The Broward County Public School System demonstrates and continues to practice a deep growth heartset that focuses on the well-being and social/mental health of everyone in the family. The system took its responsibility for educating all students, even in times of crisis, by quickly pivoting to an online environment during COVID-19 school closures. Interviews with administrators, system staff, and parents indicated that the system made sure students had devices (laptops, chrome books) and the necessary internet access to continue their learning. Communication between school and home was frequent and personal. The system provided technical support when needed. Teachers received the necessary professional development to be able to deliver instruction remotely. Upon the return to school, the system communicated regularly with parents. Parents interviewed indicated that they were pleased with the response of the system and the communication in place. Upon return to campus, health and safety measures have been taken and are maintained. Options are in place for students who need to quarantine or who, for some reason, cannot attend school. The system has taken on serious and ambitious interventions to address learning gaps, including after-school tutoring sessions and hiring additional support staff, coaches, interventionists, and therapists. Interviews with parents and teachers indicate that important lessons have been learned during the pandemic that will impact schooling in the future. Parents, administrators, and teachers felt that communication between home and school was more frequent, and the flexibility of online conferencing allowed parents to participate at higher rates. The incorporation of new technologies into teaching practice is another blessing identified by teachers. Some parents commented on their renewed appreciation for the work of teachers after observing teaching at home on a consistent basis. Some teachers noted a renewed interest and eagerness to learn on the part of students now that they have returned to campus and engaged in a system-wide sensitive focus on the health and well-being of students and staff during remote learning and now back on campus. Formal social/emotional learning programs have been developed/implemented on every campus. School days now include various activities to promote social health, including programs on mindfulness, yoga techniques, and other programs that address these needs of faculty and staff. The team urges the system to develop mechanisms to ensure that all members of the Broward County Public School system are included in this keen attention to health and well-being.

The school system provides a high-impact learning environment informed by rich data for all students. Leaders, teachers, and parents have access to rich data about student learning through a variety of accessible dashboards. Parents can stay up with student progress through the parent portal, Pinnacle. Across the system, research-based tools are in use for progress monitoring. Professional learning opportunities are provided to assist teachers in using these tools. Student growth is being measured across the elementary grades through the diagnostic tool iReady, and teachers and parents spoke of its power in understanding and documenting student growth. Teachers interviewed indicate that they are provided the necessary training to interpret and analyze student performance data in ways that will impact their teaching practice. In addition to state-wide assessments, the school district has developed and implemented the BSA (Broward Standards Assessment), an interim assessment to enable teachers to quickly identify areas where students need additional remediation or modification of instruction. The recent implementation of iReady (an adaptive progress monitoring and supplemental instructional program for students in English Language Arts and Mathematics) provides support for students in grades K-5 district-wide. Dashboards provide easy access to data. The BAS Dashboard helps schools monitor their early grades' reading progress in real-time. FSA Subscore dashboards allow

educators to compare results across all state assessments. School-to-school comparisons, along with student demographics, provide insight into performance by specific groups. The School Grades Dashboard provides staff the opportunity to interact with and dives deeper into the school grade results. This seven-page interactive dashboard allows staff to access multiple levels of data from 2016 through 2021 related to Florida's school grades. The system is encouraged to consider the development of a system-wide data analysis protocol that will assist teachers in reviewing the data they gather in ways that will enhance conversations and sharing in professional learning communities.

A comprehensive strategic plan provides the framework for a data-driven culture for decisions regarding academic and organizational programs and services, but full implementation of plan initiatives to ensure analysis of the impact of its plan on student learning and organizational effectiveness has not been achieved. A focus on the collection and analysis of selective data will assist the system in continuous improvement planning and will enable them to answer the question, "How do we know that what we are doing impacts student learning?" As the team began the standards review process, it became apparent that BCPS would benefit greatly from collecting and analyzing data in several important areas. This data collection and analysis process will greatly aid in the development of a quality continuous improvement plan and support the institution's roadmap for the future. Interviews with teachers indicate that student performance information (both formal and informal) is available for them in planning for instruction. The school system must ensure that staff members clearly understand how to use and interpret data to change teaching practice and modify their instructional strategies to meet the needs of their varied students. Areas that should be reviewed by BCPS are clearly noted in the Standards Rating chart included in this report in the areas of Results (RE) and Sustainability (SU). Areas of note include collection and analysis of data with respect to stakeholder perceptions, the efficacy of leadership development activities, the impact of teaching and learning on the beliefs and attitudes of the learners, the impacts of instructional monitoring, and professional development. Additionally, a review of technology's impact on student learning would be in order. The system is data-rich and has a collection process that culminates in tracking and dashboard applications. Interviews indicate that the analysis of data is a common practice among the leaders in the schools and at the system level. The team is suggesting that the selective prioritization of data collection sets for targeted areas identified above will help one to know what has been achieved to efficiently practice quality program evaluation and "strategic abandonment."

While schools analyze and use student learning data to verify individual student progress, processes to provide evidence of ongoing improvements to instructional practice are anecdotal and inconsistent across the district. The lack of a consistently implemented district-adopted walkthrough protocol makes it difficult to look at the impact of instructional practice on learning. There does not appear to be a district-adopted instructional model that is aligned to a walkthrough tool. These are areas of further consideration by the system.

Board policies are not current, and some board members are not receiving professional development appropriate to their roles. A review of the board policy manual for Broward County Public Schools reveals 20 or more policies that have not been amended, reviewed, or revised in over five years. Some policies have adoption dates of 1974 and no revisions or amendments since. Board policy is the foundation for school and system operation. One of the functions of a school board is to maintain and operate with current and relevant policies. Policies define the roles and responsibilities of the board in carrying out the governing of the district. Conversations with school leaders indicate that the board is beginning to engage in a plan of board policy updates to bring the manual up to date. The Engagement Review Team encourages that this process is carried out quickly to be in line with Cognia's Performance Standard 1.4 at a higher level. This Standard key concept states, "the governing authority and institution leadership engage in the ongoing and systematic development, review and revision of

policies.” Interviews and a review of artifacts indicate that board members annually receive training in the code of ethics, and this training is carried out by the district’s legal counsel. All board members participate in this training. Additionally, three of the current board members have received additional training through the Florida School Boards Association and have received Certified Board Member certification. Interviews indicate that other board training opportunities are less frequent or not attended by all members of the board. The Engagement Review Team encourages the board and leadership to institute a regular training and development protocol for board members in keeping with Cognia’s key concept for governing board (1.5), which states, “All governing authority members participate in ongoing professional learning (beyond statutory required training) to stay current and informed regarding applicable laws, regulations, and organizational best practices.”

The district has instituted rich and sophisticated applied data analysis and systemic evaluation to inform instruction, individualize support, plan interventions, and institute curricular reform across core academic areas; however, some identified processes, procedures, and programs unique to some schools included in Broward County Public Schools demonstrated less consistent systematic formal evaluation. A review of evidence provided included systemic and systematic data-informed cycles of curriculum evaluation that ensured vertical articulation and research-based, embedded best practices in design. However, curriculum review cycles were not articulated for all programs or processes adopted by option in schools in the district. Interviews with leaders indicate that they have some autonomy in selecting programs, software, and resources to meet the unique needs of their schools. Common benchmarks and indicators of success for those programs across the system were not noted. Participation and other forms of data were readily available for most programs; however, analysis and feedback regarding context and experience were not systematically solicited. Consider the value of formalized processes to ensure systemic and systematic evaluation of all programs, procedures, impact, and allocation of supplemental resources. Such practices will document the return on investments. Gathering/maintaining an inventory of resources purchased individually by schools may assist the district in leveraging size for bulk purchases where there is duplication of resources.

Resource allocations across the district are perceived as inconsistent by various stakeholders. Interviews with parents indicate that they perceive some schools receive greater support from the district than others. Comments were frequently made regarding facilities and that there are varying levels of support for new construction, upgrades. Some indicate that the district provides curriculum resources for some schools, while others rely on PTA/PTSA to purchase these same materials. During the pandemic, resources appear to have been reallocated to provide additional supports for learning and social/emotional well-being at the schools. The Engagement Review Team suggests that a re-examination of resource allocation is needed to ensure and assure equity and that now is an appropriate time to engage in this activity, a “reset,” as it were.

The team’s findings identified numerous reasons for celebrations. These celebrations exist because of the dedication and hard work of the leaders and instructional staff of the Broward County Public Schools. The parents and students are privileged to be part of a family that supports the development and success of the whole child. Much success has been achieved, and greater success awaits as the system continues its quest toward improvement. Serious considerations of the information in this report, data (element ratings and Standard ratings), and suggestions for further study will support these efforts. Using tools provided by Cognia, including the Cognia Performance Standards with Key Concepts for Systems and the i3 rubric, in conjunction with the element ratings contained in this report for each Standard, will enable the institution to chart a path for continuous improvement and more fully realize the district’s inspiring mission to “*educate all students to reach their highest potential.*”

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography/Title
Dr. Darrell Barringer, Lead Evaluator	Dr. Barringer's educational career spans 46+ years. On June 30, 2012, he retired from Lexington School District One in Lexington, SC, after working there for 34 years. During that time, he served as an elementary principal for 29 years and had the privilege of opening two new schools. He has taught grades 2, 3, 4, 5, and 6, and served as an assistant principal in addition to the principal role. He has also served with SACS (AdvancED/Cognia) since 1983, having chaired teams in more than 41 countries as well as in the U.S. His service has included schools, systems, digital learning institutions, corporations, and Department of Defense Education Activity (DoDEA) schools. Dr. Barringer's B.A. is in biblical education from Columbia International University, M.Ed. (elementary education), Ed.S. (administration), and Ph.D. (elementary education) are from the University of South Carolina. Dr. Barringer joined the Cognia family officially on July 1, 2012, as Director for AdvancED (Cognia) South Carolina. Dr. Barringer retired in September 2019 as vice president for volunteer services for AdvancED (Cognia) and continues to serve as a volunteer and consultant to Cognia.
Dr. Phyllis Gilworth, Associate Lead Evaluator, Assistant Superintendent for Curriculum and Instruction, School Town of Munster (Retired).	
Dr. Sandra Anthony, Executive Director/Head of School (Retired)	
Cheryl Baker, Manager in the Division of Performance Accountability with the School District of Palm Beach County (Retired)	
Dr. Elaine Baumann, High School Principal (Retired); Cognia State Director (Retired)	
Jill Bramlet, Elementary School Principal (Retired); Field Consultant for Cognia	
Mike Bugenski, Strategic Planning Consultant (Retired), former State Director for Cognia, Michigan	
Tara Dellegrotti, Principal on Special Assignment, School District of Palm Beach County, Florida	
Mary Jo Ellis, Elementary School Principal (Retired)	
Milagros Fornell, Chief Academic Officer, Miami-Dade Schools, Florida (Retired)	
Joel Hollon, Lead Grants Management Administrator, Escambia Public Schools, Florida	

Team Member Name	Brief Biography/Title
Dr. Soraya Matthews, Director for the Office of Grant Administration and Programming Services, Fayette County Public Schools.	
Dr. Cheryl McKeever, Director, Department of Assessment and EDW Reporting Solutions Team, Division of Performance Accountability, School District of Palm Beach County, FL.	
Dr. Patricia Morgan, Founder/ Chief Executive Office, the Executive Learning Lab	
Lariza Niebla Ibarra, Elementary Principal, American School of Durango, Mexico	
Maureen Ryff, Educator (Retired), Cognia Lead Evaluator Mentor	

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