Accreditation Report

Miami-Dade County Public Schools

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Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Miami-Dade County Public Schools (M-DCPS), the United States' fourth largest school district was founded in 1885.   It spans over 2,000 square miles at the southeastern end of the Florida peninsula, encompassing a bustling metropolis, as well as rural areas and 35 municipalities   M-DCPS' 348,000 students represent over 100 countries and speak 56 languages, making for a true global community. Besides English, the top ten languages spoken by our students are Spanish, Haitian-Creole, French, Portuguese, Zhongwhen (Chinese), Russian, Arabic, Urdu, Vietnamese and Hebrew. Twenty one percent of the District's students are designated as English Language Learners (ELL) and 73% of all students are eligible for free or reduced-price school lunch. Student demographics include 67% Hispanic, 24% Black, 8% White, and 1.8% represent other ethnicities. Across 435 schools, including elementary, K-8 centers, middle, senior high, alternative, specialized and vocational centers, our students are engaged in innovative programs that the District continuously seeks to improve. M-DCPS is one of the few public school districts in the U.S. to offer International Studies Programs and bilingual education in Spanish, French, German, Haitian Creole and Mandarin Chinese. The District supports the talents and multiple interests of our students through award-winning choice programs, magnet schools at various levels, Cambridge, Advanced Placement, International Baccalaureate, Dual Enrollment, iPrep Academies, and career academies.

The School Board of Miami-Dade County, comprised of nine board members, elected through individual, single-member districts, appointed Alberto M. Carvalho to serve as Superintendent of Schools in 2008. A former M-DCPS teacher and administrator,he has successfully led this large urban school district through challenging times, garnering accolades and ensuring that the District's singular goal of student achievement is at the forefront of the school system's work. Our District's legacies of learning and success have been established through the joint leadership of the Board Members and the Superintendent. Furthermore, with a workforce of approximately 53,000 full and part-time employees, of which over 23,000 are teachers, M-DCPS is the area's largest employer. The ethnic classification of the District's full-time staff members (administrative, instructional and other) are 44% Hispanic; 33% Black Non-Hispanic; 21% White Non-Hispanic; 1% Asian/American Indian.

The community from which our schools receive students is ethnically and socioeconomically diverse, encompassing urban, suburban and rural areas. From the densely populated, urbanized areas of Downtown Miami and the beaches, Miami-Dade County extends south to the agricultural communities of Homestead and Redland. Everglades National Park, the country's largest tropical wilderness lies to the west; a fragile ecosystem that is home to a Miccosukee Tribal village, as well as the Florida panther, the American crocodile, and hundreds of other wildlife species. East of the mainland in Biscayne Bay is also Biscayne National Park, which is 95% water and protects four distinct ecosystems. Known as the "Gateway to the Americas", Miami-Dade County is the center of international trade with Latin America and the Caribbean, with a vast and varied trade infrastructure that includes the Port of Miami and Miami International Airport. The principal industry continues to be tourism; however, international banking is a growing segment of the economy, as Miami has become a major banking and commerce center in the southeast United States, dominating trade and finance.

Throughout the county's 35 incorporated cities and unincorporated areas live more than 2,500,000 inhabitants; about 72% of the population speak a language other than English as their primary language and over 50% of the county residents were born outside the United States. Over 63% of the population comes from Spanish speaking homes given that the largest immigrant groups are from the Caribbean, Central and South America. The demographic breakdown of the M-DC population includes Hispanics (of any race) at 64%, African American or

Black at 17%, White 16%, Asian at 1.5% and Others at 1%.

Historically, a great challenge for M-DCPS has been to simultaneously close two academic achievement gaps. One gap being that of the District's students as compared to students within Florida and across the nation. The second is the achievement gaps among our own District's demographic groups. M-DCPS educates a great number of students who live in abject poverty and many others who come to this area from foreign countries to begin new lives. To address this challenge, the District has committed to implementing classroom practices and models for teaching and learning that can best support each student's achievement.

M-DCPS has traditionally struggled to improve student achievement in a core of persistently low performing schools. In 2010, the district created the Education Transformation Office (ETO) to oversee the school turnaround process by providing intensive support to 19 of the District's lowest-performing schools. In 2011, ETO was expanded to 26 schools and in 2012 it included 66 schools. In 2013-14, 108 schools within the District receive assistance for instruction and interventions within a tiered system of support. The ETO strategies include intensive professional development, coaching, teacher and leader reassignments, ongoing progress monitoring and site visits by administrative and support teams, and a focus on frequent and effective data use to inform planning and decision-making.

The District's declining budget, from $6.3 to $4.3 billion, has posed great challenges over the last five years. Yet, from crises came opportunities to reexamine our practices and innovate through efficiency. Our focus on values-based budgeting ensured that classrooms remained unaffected despite cuts in other areas. The achievements of our students and new program offerings have continued to thrive as these have remained priorities throughout each budgetary decision. Through open-minded problem solving, we have found new and better solutions for our challenges. A prime example of this was the passage of the $1.2 billion school construction bond that will support improvements at all schools, increasing access to technology and enhancing safety while boosting the economy through the creation of jobs and business opportunities. The local community's renewed confidence in M-DCPS, the catalyst for this victory, was based on the District's record of success over the past years given the vision and leadership of The School Board of Miami-Dade County and Superintendent Carvalho. Furthermore, the rising health care costs have prompted continuing work with the labor organizations to find affordable options for all employees. Despite dwindling funds, through a fiscally conservative approach, careful planning, grant awards and leveraging community resources, we have been able to move forth with an agenda for educating our students, preparing them for the 21st Century.

Since 2009, the District realigned its resources based on the goal of student achievement. This has resulted in a strong record of academic improvement and progress toward narrowing the achievement gap, as evidenced across multiple measures, including the State of Florida's school grading system, student performance on college entry examinations, and graduation rates. Despite changes in the State of Florida's grading formula to include significantly more students with disabilities (SWDs) and English Language Learners (ELLs) and the application of additional metrics, M-DCPS' performance has remained relatively stable, as evidenced by six consecutive years of the District receiving a grade of B as per the State's grading system. Sustained improvements in academic performance in a drastically poor (73% free or reduced-price lunch) and almost entirely (91%) minority urban district with one of the largest ELL populations in the nation have been attained in spite of deep funding cuts. An unwavering commitment by District leadership to protect the classroom at all costs and a fundamental conviction at the school sites that all students can learn have made this possible. The honor of being awarded The Broad Prize for Urban Education in 2012 validated this commitment and conviction for all of our stakeholders.

System's Purpose

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

The Board creates and supports an environment within our dynamic organization where its educational leadership team, captained by Superintendent Carvalho, may concentrate on performance, student achievement and embrace a culture of continuous improvement and community engagement.

M-DCPS' has a clear and focused purpose, Student Achievement: Preparing for Success in the Third Millennium. At the center of the District's Strategic Framework, this singular purpose serves as the goal that directs all work across the District's myriad departments in support of our students and their academic growth. Four pillars sustain that singular goal: Student, Parent and Community Engagement; Education; Financial Efficiency/Stability; and School/District Leadership. Together, they comprise M-DCPS' Strategic Framework, a living document created with the input of a broad range of stakeholders that drives the District's work of educating our students.

In order to prepare our students for a successful future, high expectations are the norm. We believe that, given the right conditions and support, all students will achieve, and so it is up to us to provide those conditions. The numerous awards and recognitions bestowed on M-DCPS reinforce our belief that obstacles such as poverty and a language barrier do not have to be deterrents for achievement. A theory of action, ingrained in our District culture, promotes pursuit of innovative solutions to overcome those challenges for our students and schools. As such, the District's Strategic Framework, together with our mission, vision, and core values, serve as beacons for the continuous improvement of M-DCPS and the students that we serve.

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Examples of 2013-2014 Notable Achievements:

National Superintendent of the Year: Miami-Dade Public Schools' (M-DCPS) Superintendent Alberto M. Carvalho was selected as National Superintendent of the Year by the American Association of School Administrators (AASA).

Advanced Placement® District of the Year: M-DCPS was named the College Board Advanced Placement® Equity and Excellence District of the Year for being the nation's leader, among large school districts, in simultaneously expanding access to Advanced Placement Program® (AP®) courses while improving AP Exam performance.

New Choice/Magnet Programs: Forty-two new choice/magnet program offerings have been created in 38 schools with strands that include: Cambridge, science, mathematics, legal studies, information technology, and the arts. For the third year in a row, M-DCPS has received more National Magnet Schools of Merit Awards than any other district in the nation.

Five M-DCPS Principals Among Florida's Elite Principals: The Florida TaxWatch Center for Educational Performance & Accountability and the Learning Systems Institute (LSI) at Florida State University announced that five M-DCPS principals are among the top six principals in Florida's high-risk schools. The selection was based on analysis of student achievement gains in reading and mathematics at high-risk schools.

Presidential Visit: In March 2014, President Obama visited Coral Reef High School to support education initiatives focuses on expanding opportunities for low-income students to attend college and encourage students to complete the Free Application for Federal Student Aid (FAFSA).

iPrep Math: As part of the Race to the Top grant award in 2012-2013, the District launched the iPrep Math program, which infuses technology with personalized student learning to create a true 21st Century educational experience in this critical content area in 49 middle schools.

System Accreditation: This rigorous process involves a comprehensive external review of the District's schools, performance, practices, and policies to take place in May 2014 The accreditation process culminates with the granting of Accreditation by AdvancED and certifies to the community that M-DCPS is a High Quality School System committed to continuous improvement.

International Student Academy - China Partnership: This program will broaden the District's cultural landscape and create real-world connections for our students by providing opportunities for first-hand exchanges of information and ideas among peers from vastly different backgrounds.

Food Acquisition and Distribution program: By leveraging economies of scale, it is anticipated that the District will save at least $1 million in food costs annually while still providing outstanding quality and nutrition.

Owners Control Insurance Program: This program will provide better coverage to protect the District, while saving money and providing

expensive and often difficult-to-procure coverage for micro/small/minority sub-contractors as a component of District's initiatives.

M-DCPS Educator Named 2013 National Teacher-of-the-Year by Magnet Schools of America: The lead teacher of the International Studies Magnet Program at Sunset Elementary School was named the 2013 National Teacher of the Year by Magnet Schools of America. The award recognizes an outstanding, dedicated full-time magnet teacher who exemplifies excellence in academic achievement through innovative programs that promote equity and diversity for students in magnet schools, and who has demonstrated excellence in the teaching profession, community, and parental involvement.

Twenty-five National Magnet Schools of Merit Awards:
For the third straight year, M-DCPS has received more National Magnet Schools of Merit Awards than any other school district nationally with a total of 25 awards. Magnet Schools of America annually recognizes magnet schools for their commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, specialized teaching staffs, and parent community involvement.

Twenty-one Schools Named Best: Twenty-one Miami-Dade County public high schools earned their way onto Newsweek magazine's list of the 1,000 Best High Schools in America.

Computer Refresh and Mobile Device Initiative: The District will be investing in new computers and mobile digital devices for student use. As part of the District's Digital Conversion, this endeavor will broaden technology access, leveraging the new wireless infrastructure provided through last year's E-Rate funded wireless initiative. Over 140,000 devices will be launched and 11,000 interactive white boards will be installed by fall 2014.

WiFi Zones: As of February 28, 2014, students may access the web and educational content anywhere they carry their digital devices, and schools will be transformed into "virtual" neighborhood hubs with the capacity to provide free Internet access, particularly in underserved communities making M-DCPS the largest WiFi zone in the nation with over 14 million square feet covered.

Technology-based, indoor, fitness trail for elementary school recess: This innovative program will motivate students and teachers to embrace physical activity as a lifelong habit.

iHeat Peer Assistance and Review Program: Designed as a complement to the District's teacher evaluation system, iHeat will allow teachers in selected schools to participate in peer observations, receive job-embedded support and professional development, and get feedback that will lead to performance improvement.

Examples of 2012-2013 Notable Achievements:

General Obligation Bond Referendum: A $1.2 billion General Obligation (GO) Bond referendum was approved by a near 70% margin of voters on the November 6 ballot. Proceeds from the bond issue will be used to modernize and construct schools throughout the District, including technology upgrades at all schools. Approval of the GO Bond was essential to the District as it sought a sustainable long-term solution to providing 21st Century Schools for all Miami-Dade students.

Broad Prize Winner: Miami-Dade County Public Schools (M-DCPS) was named the winner of The Broad Prize for Urban Education, an annual award that honors urban school districts across the country that are making the greatest progress in raising student achievement. This was the fifth time that M-DCPS had been recognized as a finalist. The District was also a finalist in 2006, 2007, 2008 and 2011.

E-Rate Program: The Foundation for New Education Initiatives, Inc., a direct-support organization of Miami-Dade County Public Schools,

raised $7 million to qualify for marching funds for wireless improvements in schools. Every dollar donated will be multiplied by 10 for an ultimate goal of $70 million.

Extended Foreign Language Program Expanded: Miami-Dade County Public Schools will expand its Extended Foreign Language (EFL) Program in many elementary schools starting in the 2012-2013 school year.

Race to the Top-District: M-DCPS received a grant award from the United States Department of Education in the amount of $31,993,016 to implement systemic reforms in the area of mathematics for 49 middle schools across the District. Instruction will be delivered through a personalized learning environment that will be part of the iPrep Math program. M-DCPS was the only single school district in the nation to receive an award in the amount of $31,993,016.

M-DCPS Educator Named Florida Teacher of the Year: A teacher at Carol City Elementary School was named the 2013 Florida Department of Education/Macy's Teacher of the Year.

Veteran Educator Named Top Principal: The principal at Miami Beach Senior High School was selected as the 2012 Florida Association of School Administrators' (FASA) Principal of the Year.

ACT Scores Soar: Miami-Dade County Public Schools' (M-DCPS) 2012 graduating class made significant gains and outpaced their counterparts in the state and nation in regards to ACT results.

Budget Management National Recognition: The Office of Budget Management has been awarded the Distinguished Budget Presentation Award for the current budget from the Government Finance Officers Association of the United States and Canada (GFOA), which is the highest form of recognition in governmental budgeting.

Leader in AP: Miami-Dade County Public Schools leads the country in Advanced Placement (AP) exam scores among Hispanic students. Miami-Dade is also seventh in the country in African American/Black AP exam scores of 3 or above.
Graduation Rates at All-time High: Miami-Dade County Public Schools' graduation rate has reached an all-time high of 77.7 percent for the 2010-2011 academic year. This is a 5.6 percent increase from last year's rate of 72.1 and the highest graduation rate the school district has achieved since the Florida Department of Education began tracking graduation statistics with modern methods in the late 1990's.

M-DCPS Administrators and Teacher Named Top Principal, Assistant Principal and Teacher in Florida: Two Miami-Dade County Public Schools' administrators won top honors for their superior leadership skills during the eighth-annual Commissioner's Summit for Principals receiving the designations of Florida Outstanding Principal of the Year and Florida Outstanding Assistant Principal of the Year. Additionally, Florida's 2013 Teacher of the Year was an M-DCPS teacher.

Examples of 2011-2012 Notable Achievements:

FIU, M-DCPS Join Forces with Project ACCESS: Leaders from Miami-Dade County Public Schools (M-DCPS) and Florida International University (FIU) formed a task force to identify and leverage each organization's strengths for the benefit of students and families throughout Miami-Dade County as part of an initiative named Achieving Community Collaboration in Education and Student Success (ACCESS). Through the partnership, the leadership teams of M-DCPS and FIU focus on promoting student success through increased dual enrollment activities, streamlined articulation, clinical internships and violence prevention. The school district and the university also collaborate on enhanced teacher preparation techniques, with a special focus on STEM (Science, Technology, Engineering, and Mathematics) development.

M-DCPS Celebrates Race to the Top Funding: In August 2010, Miami-Dade County Public Schools celebrated Florida's winning bid for federal Race to the Top funding. Florida is eligible to receive $700 million dollars over four years. The funds will be used to increase student achievement; decrease achievement gaps between subgroups in reading/language arts and mathematics; increase high school graduation rates; and increase college enrollment and the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

MAST @ Homestead Opens: The Medical Academy for Science and Technology, MAST @ Homestead, opened its doors August 2010 to incoming 9th grade students. An all academy magnet high school, MAST @ Homestead offers students the opportunity to access an elite senior high with advance programs in the fields of Biomedical, Pharmaceutical Sciences, and Physical Therapy. Students are also able to study in a state-of-the-art facility and have access to the latest research in the medical field.

Children's Covenant: In April, the district held a Children's Covenant Signing Ceremony with more than a dozen municipal mayors to reaffirm the community's commitment to public education.

Youth Empowerment: Senior high schools across the district held the Speak Your Peace: Youth Empowerment Summit to encourage students, parents, and other interested community stakeholders to come together and learn more about the available school safety programs and initiatives of the district.

Reorganization Plan Saves Millions: In June 2010, the Miami-Dade County School Board approved a reorganization plan that saved the school district $8 million. The plan protected teachers' jobs and preserved arts and music education, while maintaining the financial viability of the school district. Under the reorganization, more than 200 central and regional employees were deployed to teach in District schools, in order to help meet Class Size Amendment requirements. The deployment of employees to schools resulted in a re-distribution of funding to schools of up to $12 million.

Presidential Visits: Both a sitting U.S. President and a former U.S. President have visited Miami-Dade County Public Schools to applaud the school district's achievements and successes. In March 2011, President Barack Obama, joined by U.S. Secretary of Education Arne Duncan and former Florida Governor Jeb Bush, congratulated students, parents, teachers, school and district staff, and community leaders, for exceptional student achievement gains at Miami Central Senior High School. Just two months prior to President Obama's visit, former U.S. President Bill Clinton visited Miami Edison Middle School and praised the efforts of the district in promoting better nutrition and physical education for students.

First Lady Kicks Off Healthy Food Initiative: First Lady Michelle Obama launched her Let's Move! salad bar initiative in November 2010 at Riverside Elementary School. The goal of the initiative is to place salad bars in 6,000 schools across the nation. Riverside Elementary received the first salad bar of the campaign.

Excellence in School Nutrition: Earlier this year, M-DCPS was recognized as a District of Excellence Distinction in School Nutrition by the School Nutrition Association (SNA). The prestigious distinction recognizes school districts receiving self-assessment scores of 80 percent or higher in all four "key" areas in the Keys to Excellence program. This high score demonstrates knowledge and application of national best practices in nutrition and nutrition education, communications and marketing, administration, and operations.

Two M-DCPS Principals Receive Gold: Two Miami-Dade public school principals were named Gold Medallion Award winners of the 8th Annual Leonard Miller Principal Leadership Award. The award is named for Leonard Miller, a well-known advocate for education. It recognizes exemplary school leadership in three areas: student achievement, parent/community involvement, and empowering school-based

leadership.

National Magnet Schools of Merit: Eight Miami-Dade public schools are among the 133 schools nationwide that were named winners of the prestigious Magnet Schools of America (MSA) Merit Awards. The awards recognize magnet schools that show a commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, specialized teaching staffs and parent and community involvement. The MSA Merit Awards are granted in two categories - Schools of Excellence and Schools of Distinction.

High Schools Chosen As Distinguished Academies: Two Miami-Dade County high schools were among seven National Academy Foundation (NAF) academies from across the nation to be designated as Distinguished Academies. Miami Springs High School's Academy of Hospitality and Tourism and Southwest Miami High School's Academy of Banking and Finance were recognized for their exemplary career-themed curricula.

M-DCPS Advanced Placement Participation Lifts State Profile: Four Miami-Dade senior high schools were among the five Florida schools that helped the State achieve a number one ranking in the nation for percentage of 2010 seniors taking Advanced Placement (AP) exams while in high school. The schools are highlighted in the 7th Annual AP Report to the Nation for their exemplary programs to increase access to AP courses among traditionally underserved students.

Academic Achievement: In 2010-2011, schools in Miami-Dade County received more "A" and "B" grades despite the special challenges faced by the district, including a decline in funding, new standards, and a more rigorous assessment and equated scores. The number of schools receiving School Performance Grades of "A" and "B" increased, while the number of schools receiving "F" decreased by 50 percent. Indeed, less than one percent of traditional schools in Miami-Dade received a grade of "F." More than 82 percent of all schools in the District either improved or maintained their School Performance Grade for 2011.

Budget Management National Recognition: The M-DCPS Office of Budget Management was awarded the Distinguished Budget Presentation Award for the 2010 fiscal year from the Government Finance Officers Association (GFOA) of the United States and Canada. The award encourages and assists state and local governments in preparing budget documents of the very highest quality that reflect both the guidelines established by the National Advisory Council on State and Local Budgeting and the GFOA's best practices on budgeting.

The Parent Academy: Meaningful parent and family involvement is a powerful predictor of high student achievement. M-DCPS offers parents a number of opportunities for involvement, including The Parent Academy. This year-round initiative is designed to help parents become full partners in their child's education by providing them with workshops and other learning opportunities. Since its inception in 2005, The Parent Academy has served thousands of parents. Over the past six years, the number of parents who have participated in events sponsored by The Parent Academy has increased from 19,000, to over 250,000, with more than 46,000 parents attending workshops in the 2010-2011 school year alone. Among its recent programs, The Parent Academy has focused on the District's lowest-performing schools, presenting a workshop series, The Parent Plan for Success, to support parents in those schools becoming engaged in their children's academic success. In addition, to meet the need of today's working parents, The Parent Academy has added online programs, including the College Bound program for parents of children in Kindergarten through fifth grade. Over 250,000 parents have taken advantage of these and other resources on The Parent Academy's website.

Areas of improvement or achievement for the next three years:

As we look to the future over the course of the next three years, M-DCPS seeks to continue on a path of academic growth and improved services to better educate and support our students. A focus on the following initiatives will help our District achieve these goals:

Bond Issue for 21st Century Schools: As the phases of the five-year General Obligation ($1.2 billion) Bond Issue for 21st Century Schools Initiative are completed, support for renovations and upgrades at every school will occur, guaranteeing technology equity for all students. A wide range of Capital Projects will include upgrades for connectivity at all campuses and network bandwidths, as well as interactive boards in all classrooms. Furthermore, school renovation projects are planned for about 280 schools to include health and safety corrections, HVAC and electrical system upgrades, site improvements, and energy efficiency and "green" building enhancements.

Digital Convergence: The District will continue the process of digital convergence, implementing the board-approved plan to provide digital education services for students. Digital learning environments with mobile technologies, both district and student owned, digital content, cloud services, and web 2.0 tools are all components of this plan. Benefits provided for schools, teachers and students include: updating the wiring of schools to support high-speed Internet with sufficient bandwidth to support 21st-century learning; putting digital devices in the hands of all students; accelerating the adoption of digital curricula; investing in technology-rich schools of innovation to serve as models for the broader swath of public schools; providing teachers with the training and support they need to implement technology effectively in their classrooms. In the words of Superintendent Carvalho, "The plan will eliminate our community's digital deserts through content, device empowerment, and ubiquitous wireless access."

Transition to the Florida Standards: A transition to the newly-adopted Florida Standards for mathematics and English language arts will take place with the expiration of the FCAT 2.0, Reading, Writing, Mathematics, at the end of the 2013-2014 school year. As M-DCPS embarks on this transition,   training, support and information for our teachers, students, school administrators, parents and other stakeholders will be necessary. The district-developed curriculum documents, such as the District Pacing Guides, and website will be updated to reflect the new requirements. Also, professional development and ongoing support must be provided for teachers to build understanding of the new implications for instruction. Additionally, information and professional development will also address the assessment component, as new state assessments will be administered beginning with the 2014-2015 school year.

School Choice Programs: During the last five years, M-DCPS has been exploding the concept of School Choice and plans to continue the expansion of its successful Choice/Magnet Programs are in place. Currently, options and processes to expand parental alternatives that would move this District to district wide choice are being examined. As of 2013-14, 178,407 (50.2%) of our K-12 student population in is a school/program of Choice. We are:
- Redefining how we can deliver more options to parents and students.
- Examining new ways of partnering with business, local governments, and institutions of higher learning in order to deliver win-win-win opportunities.
- Expanding our Portfolio of choices including that within the next three years all senior high school students will have an international diploma option (International Baccalaureate, Cambridge, AP Capstone) at their home school.

Data DashBoard: M-DCPS is developing a series of dashboards that will provide real-time access to information about key performance indicators including achievement, human capital and safety-to-life. These dashboards will allow the Superintendent, Cabinet members, Regional Staff and principals access to track and monitor data to drive business decisions and to increase student achievement. The dashboards will be color-coded to indicate the status of the indicators. Red will denote areas of concern; yellow will indicate a warning; and green will indicate on target. Owners of the indicators will determine thresholds that will be used in setting the red, yellow and green targets. Some of the dashboards under development include: teacher attendance, student attendance, students taking advantage of free/reduced lunch, heat ticket for service desk at ITS, grant spending, and operational deficiencies with regards to maintenance. Under review for development include financial indicators and BOND project status indicators.

Eight Period Day for High Schools: The District will explore the possibility of offering an eight period day at all M-DCPS high schools. The goal is to offer students an expanded menu of elective courses, provide more opportunities for course recovery and increase the graduation

rates. Through the implementation of an eight period day, a broader range of career academies and industry certification programs will be offered to meet the interests and abilities of students.

Standards-Referenced Report Cards: In order to align grading and reporting practices to the standards that form the curriculum, M-DCPS will explore a change in grading and reporting to a standards-referenced report card, possibly for selected grade levels. The District will examine the benefits of this change based on the premises of ensuring greater consistency of grading among teachers and providing students and parents with clear, specific information about the progress of students on individual standards.

Local Education Compacts: Through the Local Education Compacts established with local government entities, M-DCPS will continue to strengthen our ties with these municipalities to leverage the resources available for schools. Furthermore, through these partnerships, M-DCPS and the municipalities may find innovative solutions to local issues that will ultimately benefit the schools, students and communities.

APD - Agency for Persons with Disabilities: In order to serve two populations as they "age out" of the system and become adults, M-DCPS has been approved to serve as an Agency for Persons with Disabilities. A new program will be initiated to serve students who are aging out and are severely medically involved with intellectual disabilities and students who are aging out with Emotional Behavior Disorders (EBD), paired with intellectual disabilities. The program will allow the District to assist the state and local government in providing a continuum of care that did not exist previously for these populations. The expected outcomes include an increase in the two population's ability to safely participate in the community as adults. Another outcome could be increased ability of the parents/caretakers to remain working and maintain their family's lifestyle.

Additional Information

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

A commitment to providing a healthy environment for students and adults is a priority in recognition of the correlation between physical health and academic success. Established by Board Action, on May 10, 2006, and revised on October 17, 2007, Miami-Dade County Public Schools' Wellness Policy heralded the District's efforts to promote a comprehensive wellness program. M-DCPS acknowledges a link between academic performance and the food served in schools, health literacy and nutrition education, physical education and physical activity, and environmental awareness. The four goals identified are:

- Nutrition - all students will have access to and take advantage of high-nutrient food options.
- Physical Activity - all students will engage in the daily recommended levels of physical activity.
- Health Literacy - all students will be educated on how to make 'health-enhancing' choices.
- School-based Healthcare - all students will have access to physical and mental healthcare.

Together, these objectives set the foundation for a coordinated, comprehensive wellness program that enables students to succeed academically.

In support of the first goal, Nutrition, The District's Department of Food and Nutrition plays an active role in the wellness initiative, overseeing the lunch and breakfast program at the District's schools. Additionally, lists of approved foods and beverages for school vending machines and fundraising sales are available online for schools. This department's leadership toward instilling a health-oriented lifestyle is evident in its many innovative initiatives and a website that shares information on nutrition and health education.

For the second and third goals, Physical Activity and Health Literacy, the District's Physical Education and Health Literacy department, has been recognized nationally and internationally for its work. In December 2011, the department's director was sworn in as member of the President's Council on Fitness, Sports, and Nutrition; she has been involved with other prestigious national initiatives. In the Designed to Move report, M-DCPS' physical education program was cited as a case study for the continent of North America for changing physical education by incorporating technology. Furthermore as part of the recess initiative, M-DCPS is the first school system nationwide to implement an innovative program with varied exercise stations; a technology-based, indoor, fitness trail for elementary students. This department's programs are a point of pride for M-DCPS.

School-based healthcare, the fourth goal, encompasses both physical and mental healthcare for our students; these programs and services are overseen by the District's Office of Exceptional Student Education and Student Support. To this end, Health Connect in our Schools (HCiOS) is a partnership with the Children's Trust and the Health Department, and various subcontractors to deliver a variety of services through the deployment of nurses, health-aides, and social workers. Currently, 160 schools have school-site Health Suites comprised of teams of health professionals. Additionally, there are 19 Full Service Schools that provide assessments and services, for both physical and mental health. In collaboration with the University Of Miami Miller School Of Medicine, nine schools offer the Dr. John T. MacDonald Health Clinics, staffed with medical doctor and support staff. Other health-related initiatives address oral health, hearing screenings, scoliosis screenings, and a telemedicine initiative at 28 schools.

Additionally, for employees, the District's Office of Risk Management, provides Well Way, an online wellness resource that provides information for a healthy lifestyle. The information shared through this site informs employees and their families about nutrition, wellness

events, insurance benefits and other pertinent information related to health and wellness.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	•Copy of strategic plan referencing the district purpose and direction and its effectiveness •Broad External Review Report M-DCPS Strategic Framework	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	•Survey results •School Board Policy (SBP) 2125- Educational Excellence Advisory Councils	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	•Board Policy 2105- Mission of the District Board Policy 2215- Program of Instruction Individual Professional Development Plans (IPDP) Instructional Performance and Evaluation and Growth System (IPEGS) Improvement Plan Professional Development website School Board website Instructional Performance, Evaluation and Growth System (IPEGS) website	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	•Examples of schools continuous improvement plans •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •School Board Policy 2120- School Improvement Through Comprehensive Districtwide Planning Office of School Improvement Website DATA/COM	Level 3

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

The strategic planning process utilized by Miami-Dade County Public Schools (M-DCPS) has evolved significantly over time, leading to the 2009-2014 M-DCPS Strategic Framework, which is currently beginning a new five-year cycle. This process guides the development of the District's Mission and Vision, or purpose and direction. The strategic plan which was in place from 2005-2008 was broad in nature and focused resources on five strategic goals.

With the transition of the District's administration in late 2008, the strategic planning process was revisited. Input from a broad cross-section of stakeholders was solicited, and a collaborative retreat was held between the School Board and the Superintendent's Cabinet for the purpose of identifying the way forward for M-DCPS. The result was a markedly different document known as the 2009-2014 District Strategic Framework. The Framework includes a single goal, Improving Student Achievement.

To support this goal, four strategic Pillars were created within which our work, our initiatives, and our efforts fall. These include:

Student, Parent, and Community Engagement. In this pillar we see those activities that enhance our partners' understanding, awareness, and support for our schools and District. This Framework recognizes that parents and the larger community are critical to achieving success for our students;

The Education Pillar. Here we envision those functions which are at the core of what we do. Within this Pillar we develop initiatives and allocate resources to those activities which support an educational experience leading to responsible citizenship, global awareness, and lifelong learning;

In School and District Leadership we focus on creating opportunities to enhance talent recruitment and management, leadership

development of all of our staff, and effective and ethical governance; and

 Finally, the Financial Efficiency and Stability Pillar includes functions that ensure effective and ethical business operations which have as a driving force our guiding principles of "improving student achievement, protecting the classroom, protecting the workforce, and ensuring the fiscal viability of the District."

The Standard 1 review team carefully assessed how the District maintains and communicates a purpose and direction that commits to high expectations for learning through analysis of each indicator and its respective concept bands. The findings resulted in two indicators, 1.1 and 1.2, receiving performance levels of 4 followed by indicators 1.3 and 1.4 with performance levels of 3.

Performance Level 4 indicators:

- Evidence for Indicator 1.1 include, but are not limited to, the following artifacts: the 2009-2014 M-DCPS Strategic Framework and the Broad External Review report as two of the main pieces of evidence. During the 2011-12 school year, the District's strategic planning process underwent a comprehensive five-year review as part of the Broad site visit. The Broad review team rated the M-DCPS strategic planning process at the highest level within its rubric. Understanding the value and importance of the strategic planning process toward crafting a vision for student success, M-DCPS will continue to meet this indicator at the highest level through the new five-year cycle, aligned to the present AdvancED System Accreditation process.

- Evidence for indicator 1.2 reflects M-DCPS' engagement in a systemic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.   This strength is supported by various artifacts, two of which are: School Board Policy (SBP) 2125 - Educational Excellence Advisory Councils (EESAC) and the M-DCPS School Climate Surveys.   As indicated in SBP 2125, "Each EESAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. The EESAC is also responsible for assisting in the preparation and evaluation of the School Improvement Plan (SIP) and the school's annual budget." This policy gives schools instruction for and autonomy in planning for improvement. Additionally, each year M-DCPS conducts the School Climate Surveys involving parents, students, and staff. The purpose of these surveys is to gather information regarding what these groups think about their respective school and their perceptions concerning how the school may be improved. Results are provided for each school in considerable detail in order to facilitate an in-depth review of the learning climate and ensure a continuous improvement process for student success. In order to sustain this performance level for indicator 1.2, M-DCPS will advance our engagement of improvement planning regarding our purpose and direction for continued student academic success.

Performance Level 3 indicators

- Indicator 1.3 is supported by multiple artifacts that include, but are not limited to: Board Policies 2105 - Mission of the District and 2215 - Program of Instruction, Individual Professional Development Plans (IPDP), Instructional Performance and Evaluation and Growth System (IPEGS) Improvement Plan. The Board Policies reflect M-DCPS' culture of shared values and beliefs about teaching and learning throughout our District and schools. Furthermore, the IPEGS and IPDPs demonstrate meaningful dialogue about student achievement data between the principal and teachers within the school regarding professional practices and equitable learning experiences within the context of the evaluation process. M-DCPS will keep using student achievement data as the driving force for our continued improvement and commitment to the culture of teaching and learning and to support the ongoing implementation of equitable educational programs.

- The evidence for indicator 1.4 shows how our system leadership implements large scale continuous improvement at all levels of the school system as evidenced by SBP 2120 - School Improvement Through Comprehensive Districtwide Planning, the Office of School Improvement's website, and the DATACOM process, among other artifacts. All leaders, inclusive of the Superintendent, engage in the problem solving

process through data analysis. Furthermore, the SIPs identify the areas of improvement that each school must address, as well as the measurable objectives that must be met in order to improve student achievement. The marked improvement over the past three years that this District has experienced demonstrates the effectiveness of our school improvement process. A strong focus will be maintained on continuous improvement for sustaining and improving this level of success.

Governance and Leadership

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

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.	•Governing body policies, procedures, and practices •School Board website School Board Policies	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	•Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics •School Board Ethics Training Powerpoint	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	•Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •School Board Policies-1001, 1010, 1030, 1030.01 School Board website Assessment, Research, and Data Analysis website Financial Services website School Allocation Plan 2013-2014 Office of Professional Standards website	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Professional development offerings and plans •Professional Development and Evaluation website School Board website Assessment, Research, and Data Analysis website School Board website iCare Customer Service Initiative FCIM and School Improvement powerpoint	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the system and its schools, a strong sense of community, and ownership.	•Examples of stakeholder input or feedback resulting in district action •Citizen Participation Groups of Miami-Dade County Public Schools document Town Hall meetings, Legislative Team meetings Webinars and presentations Agendas and meeting announcements	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted •Individual Professional Development Plan (IPDP) Instructional Performance Evaluation and Growth System (IPEGS) Improvement Plan MEP Performance Management Assessment for Administrators	Level 3

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

The School Board of Miami-Dade County is the District's governing body, comprised of nine members elected by the people. They serve four-year terms and are elected from individual single member districts on a staggered basis. Members annually elect their chair and vice-chair. The board moved from seven members to nine members, a result of a court order intended to ensure fair representation amongst

Miami-Dade County's ethnic groups.

The School Board of Miami-Dade County sets district policy and appoints a superintendent, who in turn selects administrators to head the system's administrative divisions and carry out the Board's policies.

The self-assessment process provided a mechanism for identifying successful practices and areas of improvement under Standard 2. Overall, the Districts' governance and leadership are areas of strength with three out of six indicators being rated as performance level 4 and the remaining indicators being rated as performance level 3.

Performance Level 4 indicators:

- Key evidence for indicator 2.1 are the District's current board policies, as well as sample communications to stakeholders about amendments to the Board Policies and Procedures, as necessary. On May 11, 2011, the current Bylaws and Policies were adopted by the Miami-Dade County Public School Board and went into effect on July 1, 2011. These new Bylaws and Policies replaced the School Board Rules which were repealed. This step, which was undertaken with care and diligence, has improved communication with stakeholders and systemized change, innovation and improvement. The new Bylaws, Policies, and Procedures did not just reword the old rules; they revitalized and strengthened them, and included additional items to more accurately describe the work of the District. The update of these School Board Policies (SBPs) is an on-going process.

- Key evidence for indicator 2.3 are SBPs 1001, 1010, 1030, and 1030.01. These policies clearly delineate the distinction between the role of The School Board and the Superintendent and his/her staff. The Board sets policy and Superintendent, as the Chief Executive Officer of the School District, executes those policies. The Miami-Dade School Board will continue to abide by these policies which consistently protect and respect the autonomy of system and school leadership.

- Key evidence for indicator 2.5 is the document entitled Citizen Participation Groups of Miami -Dade County Public Schools. This document provides Board Members, staff, and the community a comprehensive overview of the opportunities to serve the District Miami-Dade County Public Schools. The District has traditionally enjoyed an extensive network of community support, including advisory committees, task forces, independent advisory panels, independent parent/citizen groups, and career and technical advisory committees. Membership in these committees varies according to School Board rule and/or individual committee bylaws. Revised annually, the document includes brief information on the membership and mission of each committee, as well as contact information for the appropriate staff liaison. M-DCPS works diligently to communicate with educational stakeholders. In addition to weekly meetings with the legislative team, town hall meetings, webinars and presentations available for our public on our home page, several committees support the District's effort throughout the year. Agendas and meeting announcements for the above mentioned events are further evidence for this indicator. The continuation of this well-established practice will maintain the effective engagement of stakeholders, which has proven to be a successful for M-DCPS.

Performance Level 3 indicators:

- For indicator 2.2, evidence includes the District Bylaws which outline the policies for the Governing Body, or School Board, and staff. The School Board Attorney's Office provides legal counsel to the Board Members and staff to ensure compliance with laws, regulations and the District's Code of Ethics. These are required practices that will continue as part of the District's operations.

- Indicator 2.4 evidence includes among various artifacts, The Professional Development and Evaluation website, the School Board website, Florida Continuous Improvement Model/School Improvement presentation indicating how leadership at all levels fosters the culture of our purpose and direction, or Mission and Vision. The District will seek to continue and improve fostering the culture of our Mission and Vision

through an inclusive process where stakeholders are involved and informed of the many ways that that the District's purpose is carried out.

- Evidence for the District's supervision and evaluation processes for professional staff members in support of indicator 2.6 include the Individual Professional Development Plan (IPDP) and Instructional Performance Evaluation and Growth System (IPEGS) Improvement Plan, both for teachers. For administrators' evaluations, who are classified as Managerial Exempt Personnel (MEP) these are conducted using the MEP Performance Management Assessment for Administrators. Evaluations are done annually giving consideration to the performance of the professional staff members. These are submitted to Office of Human Resources for review and inclusion in each staff member's personnel file.

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations across the system. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.	•Learning expectations for different courses and programs •Course or program descriptions •Posted learning objectives •District's Comprehensive Research-Based Reading Plan, K-12 Science Plan, Comprehensive Mathematics Plan, M-DCPS Pacing Guides, Year-at-a-Glance documents, M-DCPS Extended Learning Modules.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Data Assessment and Technical Assistance Coordination of Management (DATACOM Binder) Offices of School Improvement and Assessment, Research, and Data Analysis websites Thinkgate ETO Master Schedule Requirements Comprehensive English Language Learning Assessment (CELLA) District Summary Report Instructional Coach Action Plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •PD Course Descriptions IPEGS Alignment	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Individual Professional Development Plan (IPDP) Instructional Performance Evaluation and Growth System (IPEGS) website	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	•Common language, protocols and reporting tools •Florida Turnaround Leaders Program (FTLP) Highly Qualified Teachers Tutorial Schedules Summary of iHeat Initiative	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Samples of exemplars used to guide and inform student learning •2013-2014 Decision Tree for Intensive Reading ELL Exemplar Lesson Science 5 E's Lesson Plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	•Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Mentoring and Induction for New Teachers (MINT) iHeat Roles and Responsibilities Professional Development and Evaluation Newsletter (PDE)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parent Portal Family of the Year initiative Grand Champions Parent Resource Guide The Parent Academy	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Comprehensive Student Services Program Manual Ready to Assist posters Everybody Mentors School Volunteer Program	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Policies, processes, and procedures on grading and reporting •2013-2014 Student Progression Plan ELL Elementary Grading Guide ELL Secondary Grading Guide Grading Students with Disabilities iPrep Math Cognitive Tutor Grading Rubric	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •District professional development plan involving the district and all schools •District Master Inservice Plan District Professional Development Manual Office of Community Engagement Leadership Conference Office of Early Childhood Programs Professional Development Plan 2013-14 Professional Development and Evaluation website Professional Learning Support Team Course Sessions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	•List of learning support services and student population served by such services •Exceptional Students Policies and Procedures District Plan for Services to English Language Learners M-DCPS Supplemental Software Programs iPrep Math Monitoring and Consultation Contract with Florida International University for Dual Enrollment	Level 4

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

Miami-Dade County Public Schools' logo includes the statement "Giving Our Students the World". As a school district, no other measure of success matters more than offering our students a world class education stemming from the District's curriculum, assessments and instructional design. It is the conviction of our District's administrators and staff that teaching and learning are the heart of our work as educators.

The self-assessment process provided a mechanism for identifying successful practices and areas for improvement under Standard 3. The Concept Maps' insightful breakdown of the major concepts for each indicator have guided thoughtful analyses of our curriculum and related practices, leading to a deeper understanding of where we currently stand and in what direction the District is heading; charting a course for growth in the areas of teaching and assessing for learning.

Overall, the District's curriculum, instructional design and assessment practices are areas of strength with four indicators, 3.1, 3.2, 3.8 and 3.12, being rated as performance level 4 and seven indicators, 3.3, 3.4. 3.5, 3.6, 3.7, 3.10 and 3.11, receiving ratings of performance level 3. The District ensures that State-required curriculum standards are implemented across all schools and that learning opportunities are challenging and address all students.

Performance Level 4 indicators:

- Evidence for indicator 3.1 include but are not limited to the following artifacts: the District's Comprehensive Research-Based Reading Plan, K-12 Science Plan, Comprehensive Mathematics Plan, M-DCPS Pacing Guides and Year-at-a-Glance documents, which provide a roadmap for instruction, and M-DCPS Extended Learning Modules. The District will continue to provide leadership for schools in the area of curriculum by developing resources that are aligned to the most current requirements and best educational practices. We have initiated a transition to the Florida Standards and will continue to provide guidance for schools until the transition is complete.

- Indicator 3.2 reflects artifacts that show evidence of the strong connection between the continuous use of student performance data from multiple assessments to gauge student learning and guide the changes needed in curriculum and classroom instruction. An artifact that illustrates this is the Data Assessment and Technical Assistance Coordination of Management (DATACOM Binder). The schools' data reports guide the conversations between the principals, the superintendent, and district staff at the DATACOM meetings. Other artifacts include various progress monitoring data reports available through the Offices of School Improvement (OSI) and Assessment, Research, and

Data Analysis (ARDA) websites and Thinkgate, a data warehouse that provides progress monitoring reports for schools. Other artifacts include the Quarterly Science and Mathematics Benchmark Assessments (QSBA), Extended Learning Modules, ETO Master Schedule Requirements, Comprehensive English Language Learning Assessment (CELLA) District Summary Report, and Instructional Coach Follow-Up Actions Plan. The District's focus on the use of data as it aligns to curriculum and instruction, professional practice and learning outcomes will remain a priority to ensure our continuous improvement.

- For indicator 3.8, family engagement and communication about students' learning is an area of strength, as evidenced through the various artifacts provided. The District's Parent Portal affords parents the opportunity to access up-to-the-minute information on multiple topics, including viewing their child's grades online. Additionally, samples of artifacts include The Family of the Year initiative, Grand Champions, Parent Resource Guide, The Parent Academy and others.   Family engagement and communication will continue to be addressed via the many initiatives currently in place and those being expanded, as well as the use of technology to provide parents with information about the District and about their child's learning.

- Evidence samples for indicator 3.12, reflect the District's efforts to provide learning support for students' varied learning needs. Some of the artifacts available for review include: Exceptional Students Policies and Procedures, District Plan for Services to English Language Learners, a listing of the M-DCPS Supplemental Software Programs, iPrep Math Monitoring and Consultation, and the Contract with Florida International University for Dual Enrollment, among others. Furthermore, M-DCPS was featured as one case study in the North American continent for transforming the focus of physical education in Nike's Designed to Move study, beginning on page 60. Given our commitment to serving a diverse group of learners, we will continue to evolve in providing ways to broaden our support services to students in order to enrich, expand, and remediate the learning experience.

Performance Level 3 indicators:

- Indicator 3.3 has a variety of artifacts to support the performance level 3 rating. The Instructional Strategies Focus Course Offering and the PD Course Descriptions IPEGS Alignment directly ties the professional development of teachers to improving their practice. The District will continue to address this indicator through professional development opportunities, expanded use of technology, and continued School Instructional Reviews.

- Artifacts for indicator 3.4 include samples of how leadership monitors and supports improvement of instructional practices as evidenced by the Individual Professional Development Plan (IPDP) and Instructional Performance Evaluation and Growth System (IPEGS) Improvement Plan, among others.

Sustaining this strength will remain a focus through continued implementation of the supervision and evaluation procedures and professional development that is connected to individual teachers' professional growth.

- For indicators 3.5 and 3.11, numerous artifacts highlight ways in which M-DCPS infuses collaborative learning in its work and engages staff in a continuous program of professional learning. Some artifacts that highlight this practice for 3.5 are: the Florida Turnaround Leaders Program (FTLP), Highly Qualified Teachers Tutorial Schedules (HQ Subject Area Tutorials), and the Summary of iHeat Initiative. Artifacts for 3.11 include: District Master Inservice Plan and Sample PD System Evaluations.   A continued focus on improving the professional development offerings and on collaborative learning to improve instruction will remain a priority for staff; the District will continue to pursue grants as an avenue for expanding the knowledge base of teachers.

- Indicator 3.6 is well supported by evidence that shows how the system's instructional process is implemented. Major artifacts include ELL Exemplar Lesson, 2013-2014 Decision Tree for Intensive Reading, and Science 5 E's Lesson Plan. Continued support for the instructional

process at all levels will be ensured by the District's administration.

- Programs for mentoring, induction, and coaching are evident for indicator 3.7 through all Mentoring and Induction for New Teachers (MINT) documents, iHeat Roles and Responsibilities, and Professional Development and Evaluation Newsletter (PDE) and others. As in 3.5, a continued focus on professional development and collaborative learning is planned for maintaining and improving these areas of strength.

- For indicator 3.10, artifacts include the statutory language about grading in the 2013-2014 Student Progression Plan and sample report cards. Grading will continue to be an area of strength through continued implementation of existing practices and possible exploration of new grading procedures for standards-referenced report cards.

Finally, Indicator 3.9 is our weakest area with a performance level of 2. In reviewing our practices and procedures, the findings show that the structures currently in place for students to be known by an adult advocate do not meet the highest levels of the indicator's concepts despite the District's multiple initiatives in this area. Examples of District evidence include the Comprehensive Student Services Program manual and Ready to Assist posters for elementary, middle and high schools. Evidence related to recruiting mentors and volunteers to work with students in the schools include Everybody Mentors and the School Volunteer program. The most obvious challenges for M-DCPS to meet this indicator at the highest level is our size as a District, the number of students served at the schools, high rates of student mobility, and positions that have been eliminated due to financial constraints. This area for improvement will require that we assess our current practices to determine how the many District initiatives are implemented by school sites so that all 348,000 students have the benefit of having an adult advocate and that this structure ensures a long-term interaction.

Resources and Support Systems

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

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	•2013-2014 School Allocation Plan HR Information Center for Schools and District Offices Human Resources School Board Policies Instructional Personnel Hiring Process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	•2013-2014 Title I Administration Handbook CASAS SBBA Report User Guide Dade Partners Program Foundation for New Education Initiatives School Board Policy 2510-Instructional Materials and Resources Weekly Briefing 14176 Instructional Minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Educational Plant Five Year Survey Report Food and Nutrition Procedures Sanitation Audit Sample Report School Board Policy 7410-Maintenance	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has clearly defined policies and procedures for strategic resource management. The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.	•Board Policies District Strategic Framework FTE Procedures 2013-14 Strategic Plan Metrics 2013-14 Treasury Advisory Committee	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. The system designs, implements, and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school, and system personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff •Board Policies Control-D web viewer (online system to view and print reports) Employees Portal Survey Staff Availability (Student Portal and Citizen Information Center)	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	•Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •Bond Issue for 21st Century Schools	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Social classes and services, e.g., bullying, character education •List of support services available to students •Youth Empowerment Summits Board Policy 1213 - Student Supervision and Welfare	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Description of IEP process •District quality assurance procedures that monitor program effectiveness of student support services •Description of referral process	Level 3

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

As evidenced by the set of School Board policies (6835, 6145, 2605, 5722, 8310, 7540.01, 7540.03, and 9120) provided for this standard, the District's areas of strength in Standard 4 revolve around indicators 4.4, "strategic resource management", and 4.5, "effectiveness of information resources and related personnel to support educational programs throughout the system". Both of these indicators received a Level 4 rating by the Standard 4 review team. The School Board of Miami-Dade County, Florida has adopted clear defined procedures, as it relates to resources and systems; hiring processes, including the retention of highly qualified professionals and support staff, fiscal management, student progress monitoring, facilities maintenance, systemic strategic plan, information resources, technology, and data management systems. In order to maintain the systems functioning to their optimum capacity, the District clearly communicates information regarding existing policies and procedures to all stakeholders through alternative means of communication, such as the samples provided for this standard [user guides, handbooks, and Weekly Briefings (District's email correspondence to all or to selected M-DCPS staff on Thursday of each work week)]. Additionally, as evidenced by the supporting documents (School Board policies 1213, 2111, 2410, and 2411; resources available through the Division of Student Services' Website and the Youth Empowerment Summit PowerPoint) included for indicator 4.7, the District engages in a systematic process of improvement to ensure that the physical, social, and emotional needs of all professional/support staff and students are met. Data driven instruction and interventions play an important role in evaluating progress, improving student achievement, and innovative practices. As demonstrated by the supporting documents provided for indicator 4.8 (SPED Referral Process, Evaluation Reports, and the District's Statistical Highlights), the Office of Assessment, Research and Data Analysis continues the critical process of selecting appropriate analytical tools to gather and interpret data that enable the District to reassess current practices and identify opportunities for improvement.

Based on comments provided by the review team involved in the assessment of Standard 4, the District shall keep a strong focus on improving the monitoring and implementation of District policies and procedures.

Areas in need of improvement cited by the Standard 4 review team were related to indicators 4.1 and 4.2, pertaining to the availability to sustain fiscal resources to fund positions and instructional materials; and indicator 4.6, pertaining to the provision of a modern fully functional technology infrastructure, state-of-the-art equipment and highly qualified technical support staff. Standard 4 review team's comments pointed to the need for the continued alignment of the legislative process for supporting public education in the State of Florida to obtain the necessary funds to ensure that the needs of current instructional procedures and projected educational programs are met. The District will continue to advocate at the state level for sufficient funding to support services, while expanding partnerships with municipalities, community (i.e. General Obligation Bond for 21st Century Schools) and businesses organizations (i.e. The Beacon Council), in order to leverage resources to support educational success in our schools. Last but not least, Standard 4 review team members commented on the District's need to increase the number of online course offerings for teachers and administrators, in order to refine the day-to-day performance of educators, and ultimately, positively impact student learning.

To this end, and as evidenced by the Information Technology Strategic Plan provided for indicator 4.6, the District continues to provide numerous software applications such as, Success Maker, iReady, Reflex, Mathia, Gizmos, Reading Plus, and Discovery Education, and online professional development opportunities for teachers and administrators that clearly support the Superintendent's continued innovation and use of technology to revolutionize learning for students and teachers.

Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions. All assessments are proven reliable and bias free. The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•2013-14 Testing Calendar Assessment, Research, and Data Analysis website Research Brief (Interim Assessment: Development, Item Analysis, and Prediction) Response to Intervention RtI website	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •District's Assessment, Research, and Data Analysis (ARDA) website District's Office of School Improvement website Data Assessment & Technical Assistance/Coordination of Management (DATA/COM) process/meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data •District's Professional Development website Office of School Improvement website	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Evidence of student readiness for the next level •Evidence of student success at the next level •2013-2014 Student Progression Plan District Comprehensive Reading, Mathematics, and Science Plans	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals •District's Assessment, Research, and Data Analysis (ARDA) website Sample School Improvement Plan	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite

sources of evidence the External Review team members may be interested in reviewing.

M-DCPS is dedicated to a culture of continuous improvement as evidenced by system-wide data collection and analyses. A comprehensive assessment program that generates a broad variety of data is implemented through the administration of local, state, and national assessments yielding results that drive instruction, informs decision-making, and guides the allocation of resources to schools. Overall, the Standard 5 indicator ratings based on AdvancED's performance levels and the District evidence that supports these ratings demonstrate areas of strength for this standard. Nonetheless, efforts to continue refining the assessment program trainings and data dissemination are important for the District's continuous improvement and will remain a focus for M-DCPS.

The comprehensive assessment system encompasses the District's Interim Assessments (IA) and Response to Intervention (RtI). IA in Mathematics, Reading, Science, and Social Sciences, provide valid and reliable information regarding students' mastery of the Next Generation Sunshine State Standards and help educators make meaningful and timely curricular decisions. As formative assessments, the IA are administered three times during the school year (baseline, fall, and winter) prior to the state assessments given annually in the spring. M-DCPS' RtI model relies on evidence-based instruction and interventions, progress monitoring, and evaluation to help meet students' educational and behavioral needs. All students in the district are evaluated regularly, including students in Special Education (SPED) and English Language Learners (ELL), to ensure that each student is receiving the educational and related services he or she needs.

All students in M-DCPS also participate in many local, state, and national assessments including: National Assessment of Educational Progress (NAEP), Programme for International Assessment (PISA), Florida Comprehensive Assessment Test (FCAT) 2.0, End-of-Course (EOC) Assessments, Stanford Achievement Test (SAT-10), Comprehensive English Language Learning Assessment (CELLA), Florida Assessment for Instruction in Reading (FAIR), College Board SAT, ACT, PSAT, and the Postsecondary Education Readiness Test (PERT).

For indicator 5.1, after thorough review, a level 4 rating was derived by the team. This rating was based on the comprehensive assessment system, the system-wide use of student performance data for guiding instruction, and the consistency in measuring progress throughout the classrooms in the District. In order to successfully advance in the area of using results for continuous improvement, our plans include the addition of more training modules that can be viewed 24/7 on the District's portal by staff. These tools will allow access at all levels. Furthermore, the District's level of adherence to this standard and indicator is validated by the quality of the evidence presented as support for indicator 5.1, such as the District's Interim Assessment website, the Interims' instrument predictability, the District's Response to Intervention website, the Districts' Testing calendar and guidelines, as well as Testing program guides and test administration manuals.

M-DCPS' challenge in the upcoming year will be to create a new Interim Assessment Program that is aligned with the new State Assessment Program and the Florida Standards with assessments for all courses not only those that require a state assessment. M-DCPS is currently working on item banks for over 140 such courses.

In addition to a rigorous assessment system, M-DCPS has a strong data analysis component. For indicator 5.2, after thorough review, a level 4 rating was derived by the team. This rating was based on the ability of professional and support staffs to continuously collect and analyze data using a variety of sources and protocols. The District's Assessment, Research, and Data Analysis (ARDA) website provides stakeholders access to continuously updated data, including scores on assessments such as the FCAT, CELLA, End-of-Course Assessments, Interim Assessments, NAEP, SAT-10, PSAT, SAT, and ACT. School Performance Grades, Student Progression Reports, and School Performance Monitoring reports are also posted on the website. In addition, the ARDA website contains links to data-based reports, such as research briefs and program evaluations that are used to support learning.
District and school staff may also obtain school-level data from the Office of School Improvement's website. This site displays the School Improvement Plan for every M-DCPS school, as well as Annual Measurable Objectives (AMO) results, School Improvement Plan development tools, and a resource guide for effective Educational Excellence School Advisory Council (EESAC) implementation. These

websites allow the District to communicate with stakeholders regarding the educational programs, school improvement goals, and achievement outcomes in MDCPS.

At the Superintendent, Cabinet, and Principal levels, M-DCPS uses the Data Assessment & Technical Assistance/Coordination of Management (DATA/COM) process to continuously analyze school-level data in order to assess immediate needs and quickly deploy resources to handle critical issues at the District's most fragile schools. Elements included in data reviews encompass student achievement, attendance, suspensions, withdrawals, and human capital data such as staff vacancies. Progress updates are provided at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed.

Data sources used in measuring and analyzing instruction, program effectiveness and conditions that support learning are supported through continuous progress reports providing Annual Measurable Objectives, Year-at-a-Glance individual school data reports, and IA Benchmark Analysis.

In addition, schools use Data Chats to support student learning. Students and their teachers meet individually to review Interim Assessment and FCAT scores, monitor academic progress, and set performance targets. Teachers use these data to monitor students' progress and guide instruction throughout the school year. Across the district, teachers administer mini-benchmark assessments to determine whether it is necessary to reteach skills. Pacing guides are used to ensure that all benchmarks are taught. In order to ensure the customization of the instruction and interventions, schools have their own tools for data chats. In order to sustain this level of data analysis, the District's extensive data warehouse will be utilized to continue to enhance websites and produce portal reports based on the needs of the schools.

For indicator 5.3, after thorough review, a level 4 rating was derived by the team. This rating was based on a review of the continuous training completed by the District and the availability of resources on our website on the interpretation and use of data. Throughout the system, administrators and teachers have received training in data analysis and strategies for using data to improve instruction. The Professional Development website includes a listing of all the Professional Development (PD) offerings.

For example, teachers have professional development through 24/7 accessible podcasts that demonstrate key instructional strategies targeting learning benchmarks in reading, mathematics, and science.

Florida Continuous Improvement Model Training has been conducted for teachers and administrators throughout the district, providing the staff with the tools for assessing student learning, enabling them to deliver instruction in targeted critical skills and identify students in need of additional instruction.

Data Coach and Actionable Data training, in conjunction with online support such as data coach training materials and support tutorials, actionable data calculation templates and power points, and the office of school improvement website have been designed to specifically train coaches on analyzing the most current interim assessment data for targeting instruction.

To maintain the rigorous and systematic training of professional and support staff in using results for continuous improvement, M-DCPS will continue to refine its protocols and professional development offerings regarding data analysis and progress monitoring to align with the new State Assessment Programs and new Florida standards.

The Standard 5 committee concluded that indicator 5.4 M-DCPS engages in a continuous process that reviews student learning and readiness, is a level 4. This rating was a result of the review of the District's Intervention and Assistance Plan (DIAP), Student Progression

Plan, Comprehensive Reading Plan, Mathematics Plan and Science Plan that outline requirements and readiness at the next level.

M-DCPS will continue to modify the DIAP and Student Progression Plan to ensure they are aligned with the new State Assessment Program and the Florida Standards. Fidelity in the implementation, monitoring, and evaluation of continuous improvement action plans is vital to the effectiveness of student learning and their success at the next level. To safeguard the process of continuous improvement and student progress, the District's Office of School Improvement (OSI) trains schools in the development of their School Improvement Plan (SIP) that specifically addresses each particular school's areas of needs and formulates an action plan to address those needs. The SIP is a "living" document schools use to track the effectiveness of interventions and programs and modify as needed to meet the needs of their student population. Through the guidance and support of the District's OSI department, schools update their SIP goals and objectives, interventions, and support services based on mid-year IA data, as well as consistently monitor the fidelity of the implementation of the plans through their Educational Excellence School Advisory Council (EESAC).

M-DCPS communicates with stakeholders through a variety of methods. The review committee concluded that indicator 5.5 - System and School Leaders monitor and communicate comprehensive information is a level 4. This rating was a result of the Districts' extensive portal that allows parents, staff, students, and the community to receive the latest up-to-date information on student learning, school performance and the achievement of system and school improvement goals. The ARDA website includes all student achievement press releases. Data and accountability presentations are part of town hall meetings, PTSA meetings, Advisory Board meetings and A-1 items at the monthly Board Meetings.

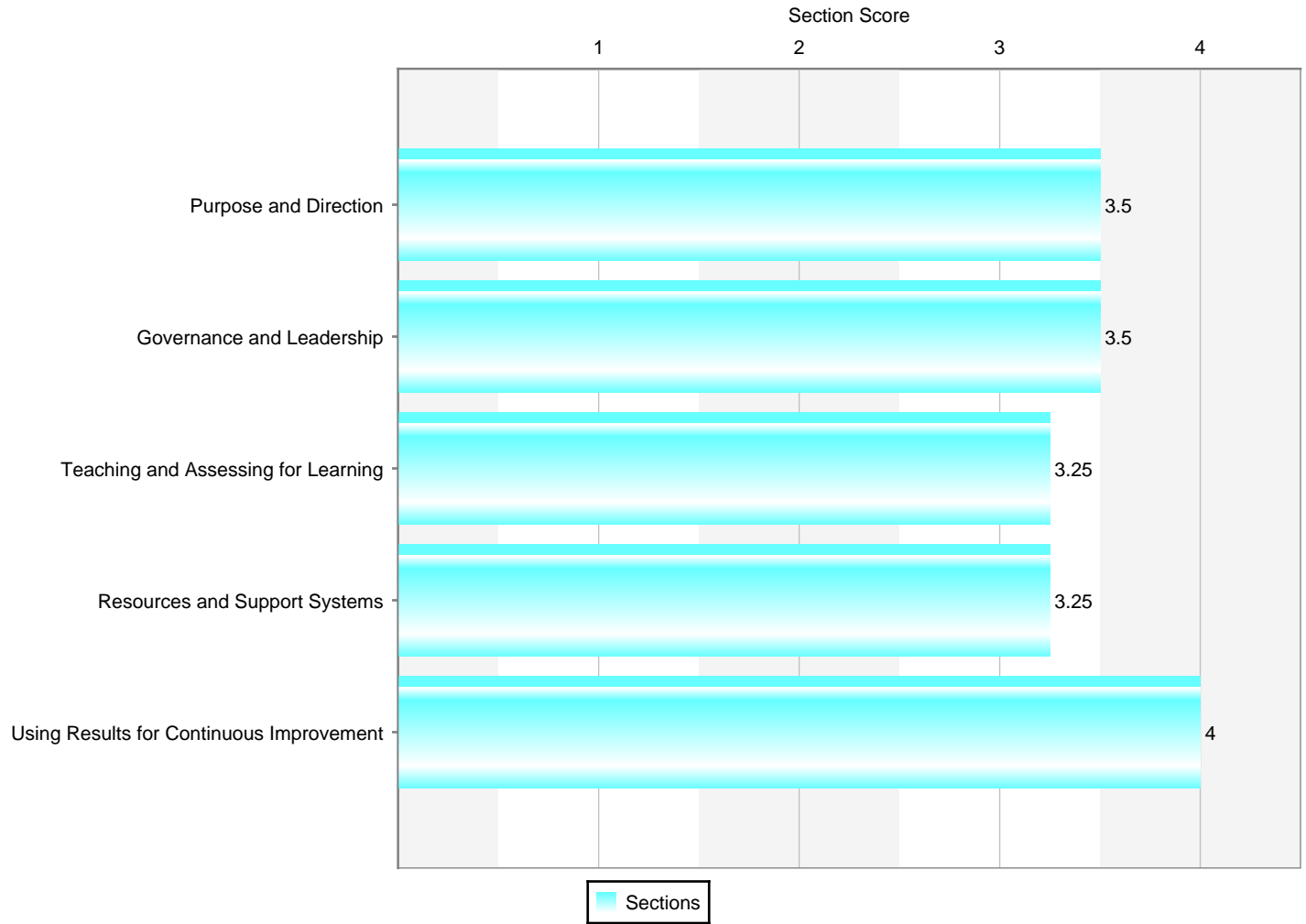In addition, M-DCPS has many stakeholder groups that it communicates with regularly which include:

- Miami-Dade County Council PTA/PTSA
- Superintendent's Business Advisory Council
- Family and Community Involvement Advisory Committee (FCIAC)
- Citizens' Coalition for Public Schools
- Greater Miami Chamber of Commerce
- Chamber South
- Aventura Marketing Council
- Doral Business Council
- North Dade Regional Chamber
- Beacon Council
- Miami Dade League of Cities
- Bond Advisory Committee
- Kendall Federation of Homeowners Association
- United Way of Miami-Dade
- Latin Builders Association
- National Action Network (NAN)
- Rotary Assembly 6990
- South Florida Hispanic Chamber of Commerce

In order to sustain this level of communication, the District continues to enhance the website and produce portal reports based on the needs of the schools. The M-DCPS website has also been made available in Spanish and Creole for parents and community member who do not speak English. M-DCPS will continue to improve communications by attending radio station talk shows, church meetings and other community events where M-DCPS achievements may be highlighted.

In summary, M-DCPS understands that using data for continuous improvement is necessary in order to increase system effectiveness. M-DCPS assessment systems and data analysis protocols represent our strengths. M-DCPS continues to automate and streamline these processes in order to ensure sustainability. Sustainability of such a complex system that involves large numbers of staff and students is always a challenge. Streamlining, automating and building best practices continues to be our focus for continued improvement.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Purpose and Direction — 3.5

Governance and Leadership — 3.5

Teaching and Assessing for Learning — 3.25

Resources and Support Systems — 3.25

Using Results for Continuous Improvement — 4

Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2013-14 District Stakeholder Survey Report

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

The Parent Survey results indicate an overall satisfaction average of 4.11, demonstrating parents' support for and approval of their children's academic progress. In Standard 3: Teaching and Assessing for Learning, the highest level of satisfaction is 4.35. Parents indicate their highest level of approval towards the survey item that states, "My child's school is effectively teaching students to speak and write correctly in English." The results of this statement support the overall satisfaction of parents with the academic instruction and learning of their children.

The total average for the Elementary Student Survey is 4.58. The highest rated standards amongst elementary students are Standard 4: Resource and Support Systems (4.9) and Standard 5: Using Results for Continuous Improvement (4.9). Elementary students are most satisfied with their principal and teachers when they tell them they do a "good job" (4.93) and help them get "ready for the next grade" (4.95). These results validate that primary students value positive reinforcement and support as they strive to reach academic success.

The Staff Survey overall average is 4.17, with Standard 1: Purpose and Direction receiving the highest ratings at 4.4. The survey results demonstrate that staff members believe that the "school's purpose statement is clearly focused on student success" (4.51). This strong level of approval from District staff is indicative of their support for the District Strategic Framework's singular goal of student achievement.

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

An area that demonstrates increasing stakeholder satisfaction is Standard 1: Purpose and Direction. It is the highest scoring standard among staff (4.4) and secondary students (3.7), and the second highest among parents (4.2).   Within this area, consistent feedback from all stakeholders establishes the perception that students are receiving a quality education at their school. Staff survey results indicate that the "school's purpose statement is clearly focused on student success" (4.51), while secondary students believe that a "high quality education is being offered" (3.87).

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

AdvancED Survey results indicate that Miami-Dade County Public Schools' (M-DCPS) stakeholders believe children are getting a good education at their schools, with a satisfaction rating of 4.34 among parents, 3.96 among primary students, and 3.87 among secondary students. Annually, the District's schools conduct a School Climate Survey and the data are then aggregated to yield District results. Reported findings from these surveys are consistent with AdvancED stakeholder survey results. The 2012-2013 District School Climate Survey reveals that staff, parents, and students are all satisfied with the quality of education students are receiving at M-DCPS elementary, K-8, middle, and senior high schools. School Climate results indicate that 89% of elementary students, 83% of K-8 students, 75% of middle school students, and 72% of senior high students reported they are receiving a "good education" at their school. M-DCPS staff members reported satisfaction with students' education at all levels: 92% at the elementary level, 94% at the K-8 level, and 88% at the middle and high school levels. Parents are also satisfied with their children's education, with 92% approving at the elementary level, 93% at the K-8 level, 89% at the middle school level, and 86% at the high school level. The results of the AdvancED Stakeholder Survey for the aforementioned areas are supported and validated by the District's 2012-2013 School Climate Survey results.

Areas in Need of Improvement

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

- The results of the parent survey received a strong overall score of 4.11. A more detailed review of the individual questions within the parent survey yields school lunches as the area with the lowest level of satisfaction. The survey item stating, "My child's school serves lunches that are nutritious and taste good" received a score of 3.43.

- The stakeholder survey results for staff indicate an overall performance level of 4.17. The question with the lowest level of approval was under Standard 3. The survey item stating, "In my school, a formal process is in place to support new staff members in their professional practice" received a score of 3.82.

- Elementary student survey results reveal an overall rating of 4.58. The item with the lowest level of approval (3.58) was "In my school my principal and teachers want every student to learn."

- Secondary student survey results showed that Standard 4: Resource and Support Systems (3.4) and Standard 5: Using Results for Continuous Improvement (3.4) had the lowest scores of the five standards. A review of the ratings for the items under these standards indicates that Standard 4 had the lowest scoring item ("In my school, students respect the property of others"), with a score of 2.77.

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

In comparing the stakeholder surveys, Standard 4: Resource and Support Systems demonstrates a trend toward decreasing satisfaction across surveys with an overall score of 3.4 for secondary students; 4.1 for staff; and 4.0 for parents. It is important to note that these ratings are still relatively high.

What are the implications for these stakeholder perceptions?

The overall score of the parent survey was strong (4.11). The lowest area of satisfaction among parents was school lunches (3.43). M-DCPS is striving to address this concern through the Healthy Schools Program and wellness initiatives. Nutritious snacks are served in every school and vending machines at schools are regulated in terms of operational hours and the types of snacks offered. District efforts have resulted in many national recognitions in recent years. For example, 19 schools have been recognized as the Healthiest Schools in the Nation by the Alliance for a Healthier Generation and were honored at the Healthy Schools Program Forum in Little Rock, Arkansas in September 2013. In addition, two schools received a silver recognition award and 17 schools received a bronze national recognition award. The awards recognized the schools for their levels of academic achievement, school meals, health and physical education, and employee wellness.

Although the overall score of the staff survey (4.17) was strong, support for teachers new to the profession was the area with the lowest individual item score (3.82). The District has formal procedures in place for beginning teachers through the Mentoring and Induction for New Teachers (MINT) program. The MINT program provides new teachers with coaching from a mentor teacher. However, this rating indicates

the need to improve District-wide communication systems about the availability of support mechanisms for new teachers. In addition, collaboration through mechanisms such as professional learning communities at school sites for beginning teachers needs to be strengthened.

The survey results indicate that Standard 4: Resource and Support Systems (3.4) and Standard 5: Using Results for Continuous Improvement (3.4) scored the lowest of the five standards. Standard 4 had the lowest scoring item ("In my school, students respect the property of others"), with a score of 2.77. The District's Student Services Department will address this concern through continuous emphasis on Character Education and the Student Code of Conduct.

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

An area that consistently demonstrates a low approval rating among stakeholders, parents and students alike, is school lunches. Stakeholders believe that the lunches are not nutritious enough and do not "look and taste good." According to the 2012-2013 School Climate Survey, parents scored lunches relatively low: 64% of parents at the elementary level, 52% of parents at the K-8 level, 44% of parents at the middle school level, and 39% of parents at the high school level were satisfied with school lunches. Students also gave school lunches low approval ratings: 30% at the elementary level, 24% at the K-8 level, 20% at the middle school level, and 21% at the senior high level. With America's state of affairs when it comes to food choices and childhood obesity on the rise, it is understandable why the healthier school lunches would not appeal to most students. M-DCPS is working diligently through their Healthy Schools Program, Physical Education Program (PEP), Miami Children's Hospital's Health Teacher Program Grant, and wellness programs to promote an active and healthy lifestyle and help students and staff create healthy habits for life. In addition, M-DCPS received a 3-year grant (Active Schools!-Healthy Students) for middle schools to promote innovative strategies to increase physical activity.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
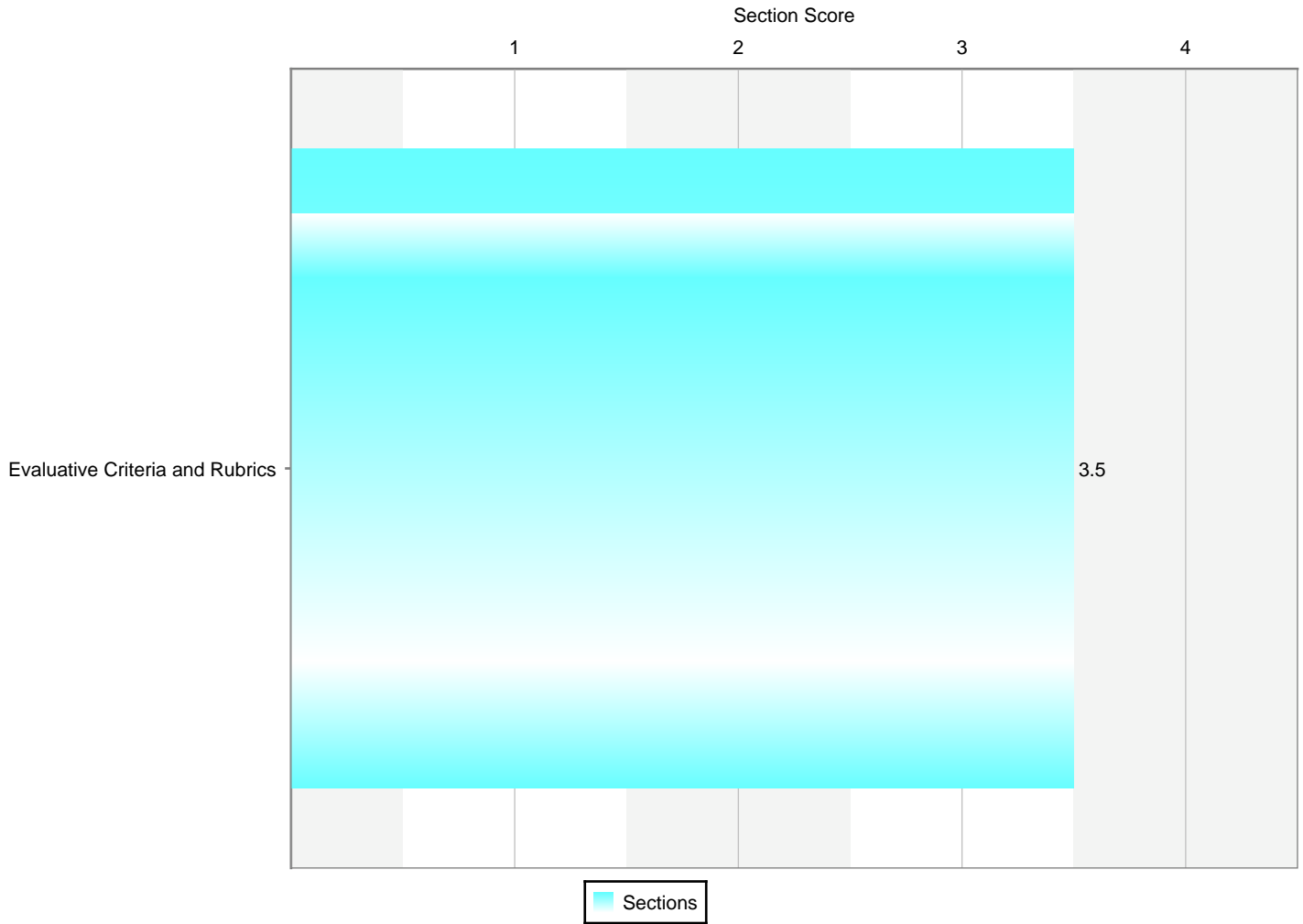
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2013-14 District Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

All schools and subgroups are evaluated to determine whether they meet their annual measurable objectives (AMOs) for proficiency in reading and mathematics. AMO targets are calculated individually for each subgroup and all students, and are calculated at the school, District, and state levels. The AMO target shows whether the subgroup (as well as the "All Students" group) is making enough progress in the current year to be on track to reduce its percentage of non-proficient students by half by 2016-2017 (using 2010-2011 as the baseline year). A separate target is set for each year (2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017).

- The "All Students" group met the 2012 AMO target in mathematics.
- Subgroups that met the 2012 AMO target in mathematics included Asian, Hispanic, White, and Economically Disadvantaged students.
- Subgroups that met the 2013 AMO target in mathematics were Asian and American Indian students.
- Subgroups that met the 2012 AMO target in reading were Asian and American Indian students.

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

- Reading:

o In 2013, 70% of students in grades K-2 combined scored above the national median on the Stanford Achievement Test (SAT-10), compared to 61% in 2011.
o In 2013, 210,863 students took the Florida Comprehensive Assessment Test (FCAT) 2.0 Reading. Fifty-seven percent of students in grades 3-10 combined performed at or above the satisfactory level, compared to 54% in 2011.
o M-DCPS middle and senior high students' improvement in reading exceeded that of the state and other large districts.

- Mathematics:

o In 2013, 66% of students in grades K-2 combined scored above the national median on the SAT-10, up 4 points from 2011.
o In 2013, 146,718 grades 3-8 students took the FCAT 2.0 Mathematics; 30,312 students took the Algebra 1 End-of-Course (EOC) assessment; and 25,655 students took the Geometry EOC assessment. Fifty-nine percent of students performed at or above the satisfactory level, compared to 54% in 2011.

- Science:

o About 51,165 students in grades 5 and 8 took the FCAT 2.0 Science in 2013. Forty-seven percent of students in grades 5 and 8 combined performed at or above the satisfactory level, compared to 46% in 2012.
o About 25,665 students took the Biology EOC assessment in 2013. Sixty-three percent of students performed at or above the satisfactory level, up 11 points from 2012 to 2013.

- Writing:

o In 2013, 78,590 students in grades 4, 8, and 10 participated in the 2013 FCAT 2.0 Writing assessment. Student performance on FCAT 2.0 Writing improved significantly across all grade levels from 2012 to 2013.

58% of all 4th grade students scored at 3.5 or above, up 11 points from 2012 to 2013.

49% of all 8th grade students scored at 3.5 or above in 2013, compared to 47% in 2012.

66% of all 10th grade students scored at 3.5 or above in 2013, an increase of 7 points from 2012.

- Federal Longitudinal Graduation Rate:

o A four-year adjusted cohort graduation rate for M-DCPS students increased by 15.2 points from 2008-2009 to 2012-2013. The rate rose from 62.0% in 2008-2009 to 77.2% in 2012-2013.

o M-DCPS' graduation rate of 77.2% in 2013 was higher than Florida State's graduation rate of 75.6% in 2013.

- Advanced Placement (AP) from the College Board:

o Nearly 42,991 total examinations were taken in 2013, compared to 33,088 total examinations taken in 2008-2009.

45% of the total examinations taken in 2013 earned scores of 3 or higher, up 5 points from 2008-2009 to 2012-2013.

Which area(s) indicate the overall highest performance?

- The overall highest performance area for M-DCPS students was in Mathematics. Across all tested grades, students' performance was highest in mathematics, with 59% of students scoring at or above the satisfactory level in 2013.

- In writing, 58% of students scored at 3.5 or above in 2013.

- In reading, 57% of students scored at or above the satisfactory level in 2013.

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

Reading (% above the national median) in grades K to 2 on the SAT-10:

- All subgroups showed a positive performance trend from 2011 to 2013.

o The American Indian subgroup increased 15 percentage points, moving from 63% in 2011 to 78% in 2013.

o The Asian subgroup increased 3 percentage points, moving from 81% in 2011 to 84% in 2013.

o The Black subgroup increased 11 percentage points, moving from 49% in 2011 to 60% in 2013.

o The Hispanic subgroup increased 9 percentage points, moving from 62% in 2011 to 71% in 2013.

o The White subgroup increased 3 percentage points, moving from 80% in 2011 to 83% in 2013.

o The English Language Learners subgroup increased 11 percentage points, moving from 50% in 2011 to 61% in 2013.

o The Students with Disabilities subgroup increased 13 percentage points, moving from 28% in 2011 to 41% in 2013.

o The Economically Disadvantaged subgroup increased 9 percentage points, moving from 55% in 2011 to 64% in 2013.

Reading (% Satisfactory or higher) in grades 3 to 10 on the FCAT 2.0:

- All subgroups showed a positive performance trend from 2011 to 2013.

o The American Indian subgroup increased 5 percentage points, moving from 60% in 2011 to 65% in 2013.

o The Asian subgroup increased 2 percentage points, moving from 77% in 2011 to 79% in 2013.

o The Black subgroup increased 2 percentage points, moving from 37% in 2011 to 39% in 2013.

o The Hispanic subgroup increased 2 percentage points, moving from 57% in 2011 to 59% in 2013.

o The White subgroup increased 2 percentage points, moving from 75% in 2011 to 77% in 2013.

o The English Language Learners subgroup remained the same at 37% proficiency.

o The Students with Disabilities subgroup increased 2 percentage points, moving from 26% in 2011 to 28% in 2013.

o The Economically Disadvantaged subgroup increased 3 percentage points, moving from 47% in 2011 to 50% in 2013.

Mathematics (% above the national median) in grades K to 2 on the SAT-10:

- All subgroups showed a positive performance trend from 2011 to 2013.

o The Black subgroup increased 6 percentage points, increasing from 45% in 2011 to 51% in 2013.

o The Hispanic subgroup increased 4 percentage points, increasing from 65% in 2011 to 69% in 2013.

o The White subgroup increased 2 percentage points, increasing from 81% in 2011 to 83% in 2013.

o The English Language Learners subgroup increased 4 percentage points, increasing from 55% in 2011 to 59% in 2013.

o The Students with Disabilities subgroup increased 5 percentage points, increasing from 32% in 2011 to 37% in 2013.

o The Economically Disadvantaged subgroup increased 5 percentage points, increasing from 55% in 2011 to 60% in 2013.

o The American Indian subgroup increased 4 percentage points, increasing from 74% in 2011 to 78% in 2013.

o The Asian subgroup increased 2 percentage points, increasing from 82% in 2011 to 84% in 2013.

Mathematics (% Satisfactory or higher) in grades 3-8 on the FCAT 2.0, Algebra 1 EOC, and Geometry EOC:

- All subgroups showed a positive performance trend from 2011 to 2013.

o The American Indian subgroup increased 6 percentage points, moving from 59% in 2011 to 65% in 2013.

o The Asian subgroup increased 3 percentage points, moving from 82% in 2011 to 85% in 2013.

o The Black subgroup increased 7 percentage points, moving from 38% in 2011 to 45% in 2013.

o The Hispanic subgroup increased 5 percentage points, moving from 56% in 2011 to 61% in 2013.

o The White subgroup increased 4 percentage points, moving from 72% in 2011 to 76% in 2013.

o The English Language Learners increased 2 percentage points, moving from 45% in 2011 to 47% in 2013.

o The Students with Disabilities increased 3 percentage points, moving from 28% in 2011 to 31% in 2013.

o The Economically Disadvantaged subgroup increased 7 percentage points, moving from 47% in 2011 to 54% in 2013.

AP Examination: Number of students taking one or more AP exam:

o The American Indian subgroup increased their number of students taking one or more AP exam by 12, moving from 27 in 2008-09 to 39 in 2012-13.

o The Asian subgroup increased their number of students taking one or more AP exam by 163, moving from 575 in 2008-09 to 738 in 2012-13.

o The Black subgroup increased their number of students taking one or more AP exam by 139, moving from 2,400 in 2008-09 to 2,539 in 2012-13.

o The White subgroup increased their number of students taking one or more AP exam by 1,010, moving from 2,147 in 2008-09 to 3,157 in 2012-13.

AP Examination: Number of students scoring 3 or higher on an AP exam:

o The American Indian subgroup increased their number of students scoring 3 or higher on an AP exam by 3, moving from 12 in 2008-09 to 15 in 2012-13.

o The Asian subgroup increased their number of students scoring 3 or higher on an AP exam by 147, moving from 338 in 2008-09 to 485 in 2012-13.

o The Black subgroup increased their number of students scoring 3 or higher on an AP exam by 219, moving from 535 in 2008-09 to 754 in 2012-13.

o The Hispanic subgroup increased their number of students scoring 3 or higher on an AP exam by 3,136, moving from 5,917 in 2008-09 to 9,053 in 2012-13.

o The White subgroup increased their number of students scoring 3 or higher on an AP exam by 467, moving from 1,268 in 2008-09 to 1,735 in 2012-13.

Between which subgroups is the achievement gap closing?

- The reading gap between White students and both Black and Hispanic students in grades K-2 on the SAT-10 closed from 2011 to 2013.

o The reading gap between Black and White students closed by 8 percentage points, a decreasing difference from 31 in 2011 to 23 in 2013.
o The reading gap between the Hispanic and White students closed by 6 percentage points, a decreasing difference from 18 in 2011 to 12 in 2013.

- The mathematics gap between White students and both Black and Hispanic students in grades K-2 on the SAT-10 closed from 2011 to 2013.

o The mathematics gap between the Black and White students closed by 4 percentage points, a decreasing difference from 36 in 2011 to 32 in 2013.

o The mathematics gap between the Hispanic and White students closed by 2 percentage points, a decreasing difference from 16 in 2011 to 14 in 2013.

- The mathematics gap for grades 3 to 8 on the FCAT 2.0, the Algebra 1 EOC, and the Geometry EOC closed between White students and

both Black and Hispanic students from 2011 to 2013.

o The mathematics gap between the Black and White students closed by 3 percentage points, a decreasing difference from 34 in 2011 to 31 in 2013.
o The mathematics gap between the Hispanic and White students closed by 1 percentage point, a decreasing difference from 16 in 2011 to 15 in 2013.

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

National Assessment of Educational Progress (NAEP), Trial Urban District Assessment (TUDA) results in reading and mathematics, grades 4 and 8.

- For the third consecutive administration, M-DCPS continued to rank high in relation to other participating TUDA districts in both reading and mathematics.

o M-DCPS grade 4 students ranked 3rd out of 21 TUDA districts for the 2013 NAEP administration in both reading and mathematics (percent scoring basic or above), outscoring Austin, Boston, Dallas, Houston, San Diego, Chicago and New York City.
o M-DCPS grade 8 students also ranked 3rd in reading, and ranked 9th in mathematics for the 2013 NAEP administration (percent scoring basic or above).

- M-DCPS grade 4 students excelled on the 2013 NAEP assessment, exceeding the performance of their counterparts in large city schools in both reading and mathematics.

o In reading, the performance of fourth grade students continued to rise from prior years, and was significantly higher than that of large city schools, both in terms of average scale scores and in the percentage of students scoring Basic or above.
o In mathematics, performance of fourth grade students also continued to rise, with higher percentages of students scoring Basic or above in M-DCPS than in large city schools nationwide.

- Both Hispanic and Black students in M-DCPS performed well in comparison to their counterparts nationwide.

o District Hispanic students in both fourth and eighth grade outperformed their counterparts in public schools nationwide in reading and mathematics, both in terms of average scale scores and percent scoring above basic.
o District Black students in fourth grade outperformed their counterparts in large city schools in both reading and mathematics, both in terms of average scale scores and percent scoring above basic.

- A higher proportion of M-DCPS fourth grade students eligible for the Free/Reduced Price Lunch program scored basic or above than their counterparts in public schools nationwide and large cities in both reading and mathematics.

o Similar success was seen for eighth grade students in reading.

Areas in Need of Improvement

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

The Annual Measurable Objective (AMO) is used to determine if the district has met its target performance. AMOs are set by the State for 2012 through 2016.

-In 2013, both reading and mathematics were below the expected levels of overall performance.

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

None of areas showed a negative trend in performance from 2011 to 2013.

Which area(s) indicate the overall lowest performance?

The overall lowest performance area for M-DCPS students was in Science. Across all students tested in grades 5, 8, and Biology EOC, students' performance was lowest in science and Biology combined, with 54% of students scoring at or above the satisfactory level in 2013.

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

None of the subgroups showed a trend toward decreasing performance

**Between which subgroups is the achievement gap becoming greater?**

There are no subgroups where the achievement gap is becoming greater.

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

National Assessment of Educational Progress (NAEP), Trial Urban District Assessment (TUDA) results in reading and mathematics, grades 4 and 8.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75
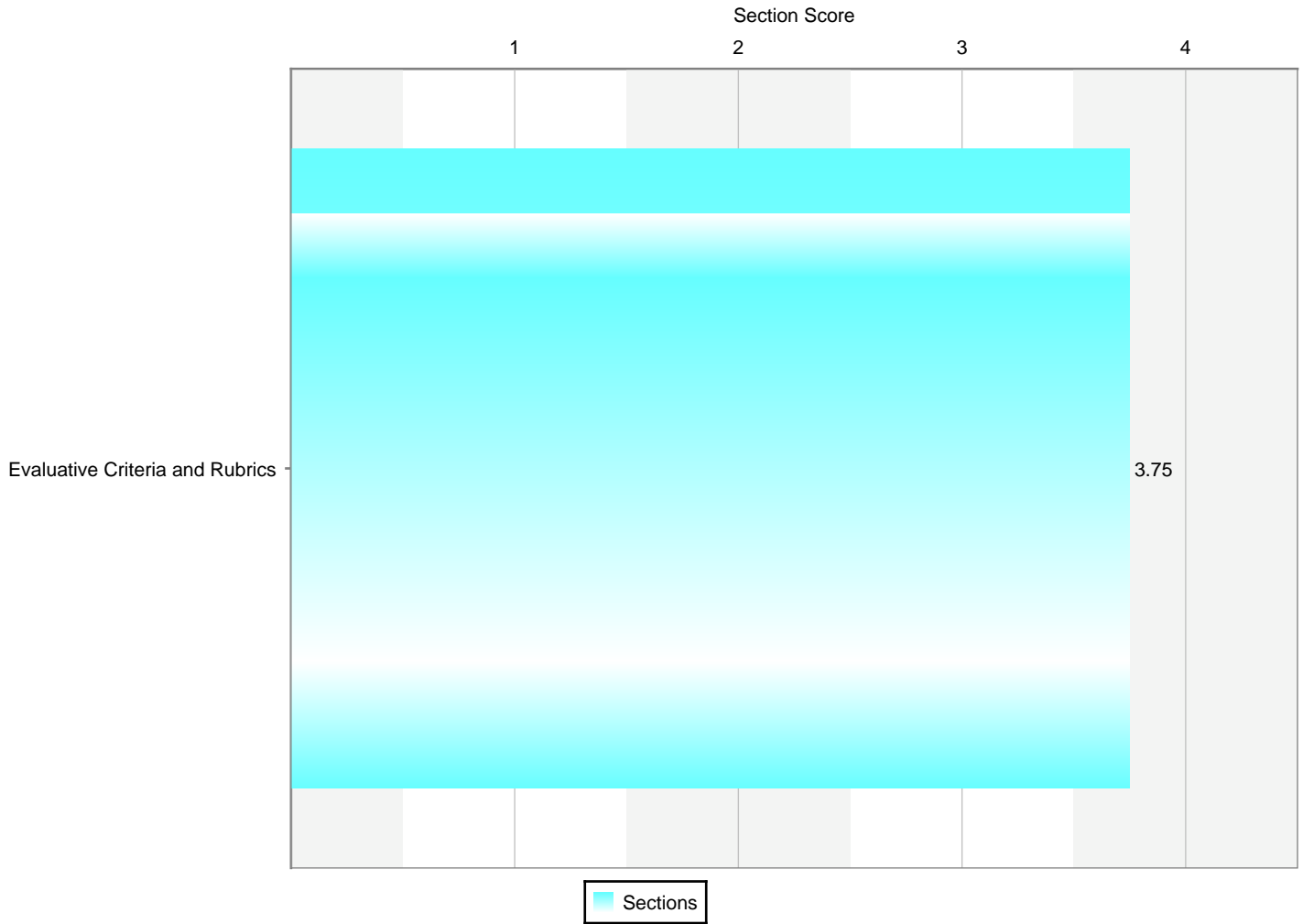
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		2013-14 District Improvement and Assistance Plan

Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes		