Self Assessment

Orange County Public Schools

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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: 2.5

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 system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•District purpose statements - past and present •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.	•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements

•Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school

•Examples of school purpose statements if different from the district purpose statement

•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction | Level 2 |

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.	•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences

•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills

•Examples of schools' continuous improvement plans

•Survey results

•Statements or documents about ethical and professional practices

•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs

•Statements of shared values and beliefs about teaching and learning

•The district strategic plan | Level 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.	Most leaders throughout the system implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student, school, and system performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the system's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and conditions that support student learning is available.	•Examples of schools continuous improvement plans •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Survey results •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The district data profile •The district strategic plan	Level 2

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

Orange County Public Schools (OCPS) strives to communicate its commitment to continuous improvement and high expectations for the use of teaching strategies that yield increased levels of learning for all students. This is reflected in the district's vision to be the top producer of successful students in the nation, and in our mission to lead our students to success with the support and involvement of families and the community. In addition, our first and foremost goal is an intense focus on student achievement. These guiding statements were developed and revised through a comprehensive and inclusive process that gathered input from school board members, district leadership, learning community leadership, school representation, parent and community groups, and partner religious organizations. Their use for steering the district course is well-documented at all levels within board documents, school and district marketing materials and internal and external communication such as presentations and messaging, and is culturally embedded within OCPS.

The original vision, mission and goals developed in 2010 were reaffirmed in 2015 when the strategic plan was refreshed. In addition, an unwavering commitment to improving teaching and learning is shared by district and school leadership and manifests itself in process, practice and constant review of data. In support of the district's strategic business plans, the Philanthropic Strategic Plan and the strategic plan of the Foundation for Orange County Public Schools both align with these overarching goals.

There is a great deal of evidence to support that OCPS engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success. Most recently, this process resulted in the district being named a co-winner of the 2014 Broad Prize for Urban Education. The annual $1 million award - the largest education prize in the country - recognizes urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among low-income students and students of color. This year's finalists were selected from among 75 of the country's largest school districts by a review board of 13 prominent education researchers, policy leaders, practitioners and executives from leading universities, education associations, civil rights advocacy organizations, think-tanks and foundations, which evaluated publicly available academic achievement data. The winners split the award; OCPS received $500,000. Among the reasons OCPS was chosen as a 2014 Broad Prize co-winner are:

-- A greater percentage of Black students are reaching advanced academic levels in Orange County than in other districts in Florida.

-- In recent years, Orange County narrowed income and ethnic achievement gaps.

-- Orange County's college readiness has improved.

Our students consistently outperform the state on standardized testing measures, participate at high rates in Advanced Placement (AP) courses, graduate with college credits or industry certifications, and go on to study at the top universities in the country. OCPS has documented the formalized process for review, revision and communication of our district's vision, mission, values, market differentiators, goals and division priorities. The plan itself has a five-year lifespan with a systematic review conducted annually. In 2013, an additional diagnostic audit was performed by a team of independent researchers. As noted above, both the development and revision process includes participation from all stakeholder groups, including school board members, district leadership, learning community leadership, school representation, parent and community groups, and partner religious organizations.

The OCPS vision and mission statements clearly focus on student success, and the shared commitment to a set of research-based values and beliefs about teaching and learning is evident in documentation and decision-making. OCPS is strongly committed to improving the instructional practices of staff at all levels, including focus on student engagement, depth of understanding and the application of knowledge and skills. This is done through weekly monitoring and analysis of observation and feedback data by district and learning community leadership in addition to a focus on calibrating efforts through coordinated learning walks. These learning walks, conducted monthly by district leadership at various school sites, provide an opportunity for calibrated and collaborative growth experiences while discussing the rigor of the classroom instruction observed and suggesting feedback for improvement. This approach ensures district leadership and staff hold one another accountable for the same high expectations for professional practice.

Access to challenging, equitable educational programs and learning experiences are offered for all students to achieve the learning, thinking and life skills necessary for success. Widespread efforts are made to provide opportunities to all students with a commitment to calibration and monitoring of teaching strategies to improve instruction through actionable feedback. Communication through internal and external means is consistent with this commitment to student success and active engagement with school and learning as a priority. This commitment is also regularly reflected in communication among leaders and staff.

The actions needed to sustain these areas include continuing to follow established processes for measuring strategic plan objectives via scheduled review of extended scorecard results, and a continued commitment to external and internal communication of purpose, direction and strategies to attain student success. OCPS strategies are thoughtfully selected through established business processes and based on research and past results. This information is listed on our district website. Strategic business plans and progress are shared at board work sessions each year. Extended scorecards and strategy monitoring cards are used collectively by district staff to focus on specific strategies for meeting district priorities and to measure progress toward our goals.

Opportunities for improvement exist in areas such as ensuring (1) schools engage in a similar process to the district in reviewing, revising and communicating a purpose for student success and (2) leaders provide clear direction for improving conditions that support student learning.

Although many schools have processes for developing guiding documents such as School Improvement Plans (SIP) and staff handbooks, a systematic approach to training schools on the process, a district-wide system for monitoring these processes, and designation of personnel dedicated to these tasks have not been fully evident. This is true even though OCPS has outlined the expectations for student success and the procedures regarding the review, revision and communication of school plans for achieving these expectations. While many school leaders implement a continuous improvement process for increasing student learning that includes observation and coaching with feedback, monitoring data, and implementing intervention strategies within their own school leadership teams, others are still developing their knowledge and skills on the process and expectations for fidelity of implementation. Though many individual schools use student and school performance data profiles to identify improvement goals and align instruction with district goals, there is variation across the district. To combat this, all school leadership teams were brought together at the end of 2014-15 for several days of training in the systematic process for developing plans consistent with district expectations. The expectation is that all leaders use a documented and systematic continuous improvement process for improving student learning and the conditions that support learning. The training outlined processes for engaging all stakeholder groups and action planning for achieving improvement goals. Additionally, expectations were outlined for plan review and evaluation. The evidence for designation of personnel responsible for monitoring and maintaining data about each school and providing feedback to schools varies by area. It should be noted that measurable performance targets within SIPs for all schools are reviewed by learning community leadership as a strategy to hold one another accountable for the overall implementation quality of all interventions and strategies. Some schools are asked to present their plans to the school board for discussion and feedback. A variety of supporting documentation and data showing improvements in student achievement are available, but the data monitoring process of specific sites can still be improved.

Future plans for improving these areas include continued training and communication regarding a systematic approach to the improvement of achievement and instruction that is aligned with the system's purpose. This includes (1) the refreshed strategic business plans being shared with district and school leadership over the summer, (2) follow-up to the two-day training this summer on the SIP process and (3) monitoring conducted by learning communities. Some strategies include:

-- training all schools in building collective knowledge of and skills for school improvement processes;

-- building a common and systematic approach to developing school goals and, subsequently, their school improvement initiatives;

-- developing school- and district-wide processes for gathering data to monitor the success of initiatives; and

-- clearly outline the staff dedicated to these tasks.

Efforts will include a monitored and consistent process for action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals at each site. In addition, the process for monitoring data is constantly evolving to ensure that the right information is collected and used to improve student achievement. Some documentation showing that the process yields improved student achievement and conditions that support student learning is available.

Governance and Leadership

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

Overall Rating: 3.33

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.	•Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Governing authority training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	•Communications regarding governing authority actions •District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Social media •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Professional development offerings and plans •Examples of collaboration and shared leadership •Examples of decisions in support of the schools' continuous improvement plans •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	•Minutes from meetings with stakeholders •Examples of stakeholder input or feedback resulting in district action •Survey responses •Communication plan •Involvement of stakeholders in district strategic plan	Level 3

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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted •Representative supervision and evaluation reports	Level 3

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

Orange County Public Schools (OCPS) operates under governance and leadership that promote and support student performance and system effectiveness. The School Board of Orange County, Florida, is comprised of eight members, seven of whom are elected from the single districts they represent with one (chairman) elected countywide. All members are elected for four-year terms. The school board demonstrates a strong respect for district and school leadership by affording autonomy to conduct business in accordance with their roles and responsibilities. The school board and the superintendent have a strong working relationship that supports this autonomy and the ability of leaders to remain focused on established policies and procedures. District resources are aligned to the district goals and strategic plans to ensure consistency in the work to meet district expectations.

The school board is responsible for setting policy and meeting requirements set by the Florida Legislature and State Board of Education Rules. All school board meetings, work sessions and committee meetings are open to the public in accordance with the Sunshine Law except for specific sessions (known as executive sessions). The school board, superintendent, school board attorney and appropriate staff members may meet to discuss bargaining agreements. The superintendent is appointed by the school board and has administrative authority for the direction and operation of the school system under the policies adopted by the school board.

The district takes a strategic approach to the development of policy and the establishment of a culture to support leadership in developing and monitoring the daily operations that result in improved professional practices and student achievement. A noted area of strength is the alignment of school and leader practices that are driven by the five district goals: (1) Intense Focus on Student Achievement; (2) High-Performing and Dedicated Team; (3) Safe Learning and Working Environment; (4) Efficient Operations; and (5) Sustained Community Engagement. The strategic planning process identifies priorities directly aligned to these goals. The strategic plan articulates the vision and mission established by the school board and superintendent. The five-year plans provide a long-range view of what OCPS will do to meet the five goals. The district scorecards provide a status report on the 24 key measures of district performance outlined in the business plans.

Areas that show signs of growth include greater parental/community involvement in the strategic plan and school system. Initiatives such as Leadership Orange and the Parent Academy have demonstrated that great strides have been made to inform and involve these key stakeholders so they can be stronger advocates for their families and the work of the district. We will continue to develop these and other initiatives.

One of the strengths in our district governance and leadership is communication. As identified in the evidence supporting the governing body and the systemic work including all stakeholders to ensure efficient operations, once the school board meets, decisions and policies are broadcast through internal and external media. Highlights from the meeting are shared within hours of its conclusion through OCPS newsroom emails and updates on the district website. Through a cohesive "One Vision, One Voice," the governing body ensures that all district and school leaders are aligned in their work.

The district has a clear plan for communicating expectations regarding policy and training all stakeholders on the code of ethics, lobbying and procurement procedures. The effectiveness of our evaluation models is representative of a tightly coupled system that takes input from various stakeholders and provides feedback throughout the system to ensure fair and appropriate evaluation of employees. All levels of administrators in the district receive job-embedded training and calibrations to increase inter-rater reliability.

Seeking input from stakeholders is another noted area of strength. One example is that the superintendent hosts round table discussions open to all teachers in the district. These sessions are held in each school board member's district throughout the year. The discussions are led by the superintendent, who asks the following questions: "what is working well?"; "what worries you?"; and "what resources do you need?" Board members also host town hall meetings in their respective districts to engage in dialogue with and gain feedback from community stakeholders.

Through the district Career and Technical Education division, data have indicated impressive growth in student preparation for career and college readiness. Certification opportunities and pathways have been established throughout the K-12 structure and have resulted in a significant increase in industry certification. Project Lead the Way is an example of how we intensely prepare students for the workforce. The district is addressing these areas of focus in one of the six Teaching and Learning business plan priorities within the recently-refreshed strategic plan: Ensure Career and College Readiness.

Teaching and Assessing for Learning

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

Overall Rating: 2.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	•Learning expectations for different courses and programs •Course, program, or school schedules •Student work across courses or programs •Course or program descriptions •Survey results •Lesson plans •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Posted learning objectives •Enrollment patterns for various courses and programs •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Profile of educational model or delivery system •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Authentic assessments •Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Interdisciplinary projects	Level 2

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.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success	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.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Professional development funding to promote professional learning communities •Peer coaching guidelines and procedures •Evidence of informal conversations that reflect collaboration about student learning •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	•Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	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 and implemented. System and school personnel regularly inform families of their children's learning process.	•Performance-based report cards •Examples of learning expectations and standards of performance •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Samples of exemplars used to guide and inform student learning	Level 3

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.	•Curriculum and activities of structures for adults advocating on behalf of students •Description of formalized structures for adults to advocate on behalf of students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting •District quality control procedures including the monitoring of grading practices across all schools •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the system's purpose and direction. Professional development is based on needs of the system. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Survey results •District quality control procedures showing implementation plan for professional development for district and school staff •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and district purpose and direction	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). System and school personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •List of learning support services and student population served by such services •Data used to identify unique learning needs of students	Level 2

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

The vision of Orange County Public Schools (OCPS) is to be the top producer of successful students in the nation. Our mission is to accomplish this with the support and involvement of families and the community. This vision, along with the increasing rigor of the Florida State Standards, requires ongoing collaboration between Teaching and Learning, which includes district leaders in Curriculum and Instruction, Assessment, Guidance, Professional Development and Digital Learning, and all school leaders. That collaboration is transparent, and there is an increasing effort to ensure all stakeholders are aware of how we support teacher effectiveness and student learning across all grade levels.

Over the last three years, Curriculum and Instruction and Digital Learning have strengthened their partnership with the Scope and Sequence and Measurement Topic Plan (MTP) project. District instructional coaches have created documents that outline the scope of instruction for thousands of courses, grades K-12, in every content area. They then created MTPs for each unit of instruction for a large percentage of these courses. Each MTP includes learning goals and scales, essential standards, supporting standards, academic vocabulary, common misconceptions and digital teaching resources for teacher use. Digital teaching resources are accessed through Safari Montage, which houses digital curriculum and resources for all standards taught. Assessment uses the scope and sequence documents to create outlines for common final exams. These outlines play the role of test item specifications and are designed to provide teachers with the essential information necessary to prepare their students for a common final exam. These documents should not be considered the total curriculum or take the place of district curriculum documents.

OCPS has made strong improvements over the last few years in ensuring the system's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. Curriculum revisions begin the process as described in the MTP revision document. These revisions are done through feedback from teachers and administrators along with results from statewide and benchmark assessments. Currently, assessments are built as displayed in the item writing presentation. Instruction is then supported through targeted professional development and training throughout the year. OCPS can make improvements to this process by creating a stronger link between instructional practice data, as measured by our instructional framework (Marzano), and curriculum and assessment, along with receiving more structured feedback from teachers and administrators. The Curriculum and Instruction, Professional Development and Assessment departments have worked together through the strategic planning process to build strategies to improve monitoring and adjust these systems over the next five years.

The core of our business exists where teachers meet the learner in the classroom every day. In OCPS, teachers engage students in higher-order thinking lessons and activities that integrate technology, collaborative projects, hands-on-learning and authentic learning tasks. The documents provided here represent some of the innovative and data-driven lessons that OCPS teachers deliver to our students every day. Working with a continuous improvement model, OCPS provides professional development to keep teachers current on instructional strategies, giving teachers up-to-date techniques and strategies that focus on improving student achievement.

OCPS has implemented the Learning Sciences International teacher observation and assessment tool to enhance and improve instruction. This tool allows for peer and supervisor coaching feedback that is directly tied to classroom instruction. Teachers are provided additional tools to better understand their curriculum and instructional practices. Curriculum maps and observation protocols provide support and direction for the classroom teacher. District leadership and area superintendents often meet at schools where observations are conducted using the instructional framework. Additionally, professional development on the coaching and observation model, as well as the core curriculum content, provide teachers with many opportunities to expand their subject knowledge and enhance their instructional practices, ultimately improving student achievement.

In order to sustain impactful curriculum, instruction and assessment practices, we have created a K-12 Literacy Plan which outlines expectations for instructional models, progress monitoring and core and supplemental materials. This plan is easily accessible to all teachers through the district's Instructional Management System (IMS) page. Teaching and Learning teams collaborate often, and meet officially once a month to ensure we are all working toward one common goal: to be the top producer of successful students in the nation.

All OCPS instructional staff are expected to participate in collaborative learning structures that meet both informally and formally throughout the school year. Additional training will help ensure this collaborative structure is used with fidelity at the school level.

This process of Professional Learning Communities (PLC) is modeled through a coaching cycle partnership between the district's Curriculum and Instruction department and the district's geographic learning communities. All learning communities are supported by a team of coaches, including elementary English Language Arts (ELA) and Math/ Science; secondary Reading, ELA, Math and Science; as well as English Language Learners (ELL); Exceptional Student Education (ESE); Multi-tiered System of Supports (MTSS); Professional Learning Community (PLC); and Marzano.

Various funding sources have been secured to provide professional development opportunities to promote the PLC model within our district. The intent of the PLC model is to increase teacher effectiveness and support student learning, along with closing the achievement gap among our struggling sub-populations of students. Additional training and support is being added to the mentoring, coaching and induction programs. Ongoing training is provided to support the implementation of an instructional process that promotes student learning.

In order to improve the effectiveness of our efforts to engage all stakeholders in our students' education and keep them informed of student learning progress, we continue to communicate with families. We want to ensure that everyone is aware of, and encourage their participation in, school volunteer opportunities, the Parent Academy, school events, open houses and online parent resources. We use a variety of communication methods to ensure that parents and guardians are aware - and to encourage their use - of the online digital gradebook (ProgressBook), and are informed of progress report and report card dates. All parents have access to their student's Launchpad site. When a student logs into Launch, they immediately see icons with hyperlinks for every program relevant to that student's grade level, school and content areas.

Although a number of schools have organized mentoring and support programs for students, a more formalized approach to ensuring all students have an advocate would be beneficial. Partnerships with programs such as Elevate Orlando, COMPACT and City Year Orlando are benefiting a number of our students; a more systematic approach would guarantee stronger relationships between even more students and adults.

Resources and Support Systems

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

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	•Survey results •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools	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.	•Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Examples of school calendars •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district	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.	•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes •Example school records of depreciation of equipment	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 policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan •Policies, handbooks on district and school facilities and learning environments	Level 3

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 provide students and school and system personnel access to media and information resources. The system attempts to hire qualified personnel to assist students, school, and system personnel in learning about the tools and locations for finding and retrieving information.	•Evaluation procedures and results of education resources •District education delivery model intended for school implementation including media and information resources to support the education program •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	•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 •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Assessments to inform development of district and school technology plans •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •District quality assurance procedures that monitor program effectiveness of student support services •Description of referral process	Level 2

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

At Orange County Public Schools (OCPS), our core business is to maintain an intense focus on student achievement. Our vision and mission

reflect this dedication to student success. As demonstrated by the artifacts provided, the district has developed specific and strategic talent acquisition and recruitment plans, and implements multi-layered policies, processes, and procedures to ensure that qualified staff are hired, placed, and retained at all levels. For example, the Aspiring Leaders Academy supports and builds our Assistant Principal Pool, while the Preparing New Principals Academy draws from this pool in order to support and build our Principal Pool. Likewise, the Management Leaders Academy strengthens the skills of administrative staff who aspire to leadership positions. Recruitment for instructional staff begins while university students are completing their practicums with us. New teachers are trained and supported from the first day of their OCPS careers through the district's Great Beginnings program. To address the challenges in our most fragile schools, OCPS is collaborating with Teach for America in 2015-16, and has established comprehensive, coordinated coaching supports from our School Transformation Office for current administrators and teachers. Sound fiscal management and reallocation of resources supported our efforts to meet the needs of our most fragile schools.

Thanks to that sound fiscal management and strong support from the community, including a successful campaign to renew a 1.0 millage and a voter-approved sales tax renewal this past fall, sustained fiscal resources are available to fund necessary positions, programs, materials, renovations, and construction. Measuring our return on investment for these expenditures can facilitate and focus future growth.

Since teaching and learning define our core business, OCPS is vigilant about protecting instructional time for students and teachers, especially in our most fragile schools across the district. As demonstrated by the district's efforts regarding extra reading hours and other modifications/accommodations (special transportation, individual education plans, paraprofessional support, and more), additional resources are dedicated, where needed, to support students' ability to reach mastery in key skills. The district has also centralized the purchase of instructional materials and software to streamline processes for access and redistribution. To ensure that all students have the resources they need to be successful, the district utilizes a full portfolio of methods to secure fiscal resources, including: a comprehensive Grants department that addresses both proposal preparation and compliance measures; a robust Community Resources department to manage individual volunteers (ADDitions) and business partners (Partners in Education); and the Foundation for Orange County Public Schools, which holds a 501(c)(3) nonprofit designation and can manage charitable contributions as well as endowed funds. A full Philanthropic Strategic Plan was rolled out to the public in April 2013 and efforts to secure financial commitments for eight districtwide initiatives from businesses, foundations and individual philanthropists began. This innovative plan (and a process to refresh it as challenges change) grew out of a collaborative effort between the Foundation, the school board, and district leadership that began in June 2011. As these and other efforts develop, the district will also actively seek out additional ways to maximize resource allocations and ensure that equity is attained for all students.

A safe learning and working environment is vital to student and staff success, and is one of the five goals in the OCPS strategic plan. The district has comprehensive policies and procedures for identifying, tracking and addressing maintenance, safety and vulnerability issues for all facilities, and engages in continuous, comprehensive planning and execution of renovations and capital renewal to ensure facilities are up to date. This latter process also includes technological upgrades to support digital learning. In addition to emergency plans and safety inspection procedures, the district has developed, refines, and implements Safe School and Continuity of Operations plans. OCPS also regularly conducts surveys to identify and analyze outcomes of its efforts to provide a safe, clean and healthy environment for all students and staff, and the district communicates annually with students and staff to help them understand the expectations and roles they play as well. Several recent initiatives to enhance the district's efforts in this arena include the creation of a District Police force and the OCPS Green Schools Recognition Program. The latter encourages continuity of ongoing sustainable practices at schools through recognition and incentives. The district has also won several awards at the state and national level demonstrating its commitment to this area, such as the Florida Healthy School District Gold Level Award, Clean Air Award, and the Florida Green School Award.

OCPS is proud of its policies and procedures for long-range strategic planning and is committed to monitoring progress and making data-driven decisions. The district dynamically implements its five-year strategic plan by using detailed business plans in each division and monitoring progress through high-label and extended scorecards. This allows the district to nimbly make mid-course corrections in support of learning for all stakeholders. OCPS has recently refreshed its strategic plan for the next five years, carefully gathering and assessing stakeholder feedback on strategic plan goals from multiple audiences, including internal and external communities.

As OCPS strives to improve its strategic resource management, the district's accelerated expansion of digital learning is a good example of our progress and focus. These efforts also demonstrate how OCPS provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the district. Curricular documents as well as digital learning objects provide students and school and system personnel access to standards-based curricular resources. Resources, digital learning objects and applications are reviewed and curated through a tightly controlled process. OCPS provides an enterprise Student Instructional Resources Portal, Learning Object Repository, and Instructional Management System to its administrators and staff, as well as district instructional technology resource teachers, school library media specialists, and curriculum resource teachers to assist students and staff in learning about the digital tools and locations for finding and retrieving digital information. Ongoing and continuous professional development offered by the district to support classroom teachers is also vital. Data on the perceptions of teacher support is monitored carefully in order to refine efficiencies in the process and mitigate delays caused by a large support-personnel-to-supported-staff ratio. One such efficiency is the development of the digital curriculum support ticket, which allows classroom teachers to directly connect with a support team member to resolve their concerns. In addition, the district's internal Program Evaluation team, which was established in fall 2012, conducted a year-long evaluation of the original Digital Curriculum Pilot that helped the district make mid-course corrections to resource allocation and professional development. This internal Program Evaluation team has provided valuable analysis of several other programs as well. The team's growth and development presents the district with an opportunity to further ensure that all students and staff have access to sufficient numbers of highly effective information sources and related personnel.

OCPS provides a modern, fully functional technology infrastructure; modern, updated equipment; and a technical support staff to meet the teaching, learning, and operational needs of our stakeholders. To ensure 21st century learning for all stakeholders, the district develops a long-range capital improvement plan and allocates resources to ensure that all students have access to equitable and high-quality technology infrastructure and equipment. Examples provided show overall district facilities design guidelines to meet code and regulatory requirements, as well as specific efforts regarding new digital curriculum plans, wireless access for assessments, and assistive technology needs students may have. While OCPS drives long-range planning using current data, we strive to balance the need for state-of-the-art technology and the sophisticated support it requires with available financial and human resources, and work to strengthen efficiencies in order to maximize available resources.

In addition to technological needs, OCPS strives to meet the physical, social and emotional needs of as many students as possible. We do our best to meet students where they are and help them reach their greatest possible potential. Homelessness, migrant families, a majority minority population, socio-economic challenges and strong needs for supportive parent programs as well as wrap-around services for students are the realities faced by many of our children. Examples are shared to demonstrate the district's supports for students and families dealing with these challenges. We are especially pleased with the progress of our Parent Academy programs, an effort overseen by our School Transformation Office, and our Minority Achievement Office. Both efforts were established in 2013 and represent growth areas for the district. In addition, OCPS participates in SEDNET, the Multiagency Network for Students with Emotional/Behavioral Disabilities, an ongoing

partnership between education, mental health, social services, and families committed to providing a quality system of care for students with or at risk for emotional and/or behavioral disabilities.

OCPS also provides, coordinates, and evaluates programs and services such as magnets, character education, anti-bullying, transition and job shadowing for students with disabilities, and career and technical education opportunities for all students. Guidance counselors and guidance clerks are key team members for identifying and meeting student needs. As part of the district's dedication to each student's success beyond the classroom, OCPS has made a strong commitment to college and career planning by implementing a K-12 program entitled "Own the Turf." This program begins by exposing elementary school students to careers and continues through high school, with students developing a career plan. OCPS has also added a full-time career specialist assigned to each high school to ensure that career and technical education options are explored by students along with college preparatory classes. While the numbers for CTE dual enrollment at the high school level, enrollment in CTE programs on high school campuses, and industry certifications awarded to students as a result of CTE programs have increased dramatically since 2012-13, the percentage of all OCPS high school students earning industry certifications remains modest. This is a focus area for growth as we educate students on the value of both an academic and career-oriented experience during their K-12 years.

Using Results for Continuous Improvement

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

Overall Rating: 2.4

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

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 multiple 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 complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school 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 •List of data sources related to district effectiveness •Survey results •Written protocols and procedures for data collection and analysis •Examples of changes to the district strategic plan based on data results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data •Policies and written procedures specific to data training	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes 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.	•Policies and procedures specific to data use and training •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth	Level 2

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 information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders communicate results to all stakeholder groups.	•District quality control procedures for monitoring district effectiveness •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •Executive summaries of student learning reports to stakeholder groups	Level 2

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

Orange County Public Schools (OCPS) uses a comprehensive assessment system that generates a range of data about student learning and system effectiveness. OCPS educators use the results to guide continuous improvement as an embedded practice of our core business,

an intense focus on student achievement. As demonstrated by the artifacts provided, the district's use of a comprehensive assessment system allows for monitoring student academic progress pursuant to the district goals defined on the District Strategic Plan, the District Improvement and Assistance Plan (DIAP), and School Improvement Plans (SIP) for each school. OCPS has identified eight specific key performance indicators (KPIs) that educators use to monitor student achievement, learning gains and proficiency in reading and mathematics as measured by state standardized assessments, participation and performance in rigorous coursework, and progress toward closing the achievement gap.

The school board and superintendent revise the District Strategic Plan every five years. This comprehensive strategic plan is used to guide all work in organizational divisions. Educational leaders in the division of Teaching and Learning use the District Strategic Plan to develop the DIAP. The Florida Board of Education requires a DIAP from all school districts in the state and an SIP from all schools identified as "Focus" or "Priority" under the Differentiated Accountability (DA) State System of School Improvement, pursuant to Section 1008.33, Florida Statutes. The DIAP's purpose is to increase student achievement districtwide through systematic progress monitoring and differentiated intervention and support for struggling schools; it is a living document that captures specific goals, strategies, measurable objectives, and action steps. Leadership teams at each school complete a comprehensive SIP aligned to the DIAP and the District Strategic Plan. Each SIP is school-specific and serves as a vehicle to identify barriers, optimize implementation of strategies, align resources, and develop timelines to reach academic achievement goals.

OCPS uses multiple platforms to manage student achievement information. Educational Data Warehouse (EDW), Student Information System (SIS), Instructional Management System (IMS), and Performance Matters all track student academic progress toward district goals. Employees are granted tiers of security access commensurate with their duties. School-level personnel, learning community leaders and district leaders use these platforms to monitor student achievement overall and by subgroups such as English Language Learners (ELL), students qualifying for free or reduced-price lunch (FRL), and students who have disabilities or are gifted and served by Exceptional Student Education (ESE). Educators also use these platforms to gather relevant functional, developmental and academic data to help determine whether a student is eligible for ESE services and define the content of the student's Individual Education Plan (IEP) or Educational Plan (EP).

EDW is an internal web-based platform that stores archival data. It is used to perform the extract, transform, and load (ETL) process for data validation from all platforms. EDW contains stock reports aligned to the District Strategic Plan and state accountability measures. Users may view data within these reports at a broad or specific level and export data for ad hoc analysis.

The current SIS is the entry point for student enrollment in all schools as well as the master schedule development tool for all schools. This platform provides real-time access to all student data and school schedules. Information from the SIS is integrated through data transfers and is validated for historical capture. Academic progress monitoring is accessible to each school through the web-based platform.

The district provides an IMS that allows all employees to access a comprehensive dashboard of curricular resources and student data. All employees are able to use IMS to obtain the Florida Standards, state assessment and accountability information, professional development and research-based, vetted course-specific resources. The curriculum support documents are created by district-level area experts and refer to adopted curriculum resources and digital content. The assessment support provides teachers with student performance data on state- and locally-developed assessments that are updated nightly.

Performance Matters is another platform available to educators. It is a transactional platform for assessment data, consisting of five primary components: scanning and scoring; collaborative online assessment development; psychometric analysis; element banks; and data display. The comprehensive assessment system includes comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning. Professional development on how to access and interpret data through the Performance Matters and EDW platforms is available to OCPS employees via the intranet. In addition, the department of Professional Development Services provides instructional leaders with a three-hour rigorous online training about how to interpret data. This training is focused on the use of data to drive instructional practice and increase student achievement. Assistant principals enrolled in the Preparing New Principals Academy (PNPA) program receive a full-day session addressing Planning and Preparing (Domain 2 of the district-approved evaluation instrument) and Instructional Leadership (Standards 3, 4, and 5 of the Florida Principal Leadership Standards). Similarly, all educators will have access to a newly developed assessment literacy module, which includes a data interpretation component. Although training is made readily available online and face-to-face, awareness of the opportunities and comfort with delivery models is varied. This represents an opportunity for growth.

OCPS educators continuously collect, analyze and apply learning from all of these data sources. The superintendent created the Program Evaluation department within the Research, Accountability and Grants division, which is responsible for collecting, analyzing, and using data to inform decisions related to the effectiveness of both district and school programs. With guidance from executive leadership, evaluation projects are prioritized and align to strategic planning efforts that focus on improving student achievement. Projects have included the Digital Curriculum Pilot Program (DCPP), as well as evaluation of the 21st Century Community Learning Centers (CCLC) Extended Learning Time (ELT) Grant. The Program Evaluation department has also used a participatory approach with external evaluators to assess effectiveness of both the English Language Learners (ELL) and the Exceptional Student Education (ESE) programs and practices. The two-year Digital Curriculum Pilot Program (DCPP) began in 2013-14. Through digital learning implementation, the program sought to increase student engagement and achievement at the seven selected schools. A multi-method, multi-sample design was used for evaluating the effectiveness of digital curriculum. Interviews, focus groups, surveys, and site visits were conducted to represent a comprehensive group of stakeholders. The Program Evaluation department analyzed, reported, and used data to inform and improve instructional practice and policies. Highlights from the evaluation were shared with the school board. Recommendations from the 2013-14 implementation for scaling digital curriculum across the district were made based on these data. Phase II of the evaluation incorporates both formative and summative evaluation components, providing information intended to strengthen the program and services.

During the 2012-13 school year, the Program Evaluation department also worked with Metis Associates to conduct a comprehensive evaluation of the district's English for Speakers of Other Languages (ESOL) programming. The ESOL evaluation sought to provide evidence regarding ESOL model effectiveness (i.e., mainstream inclusion, sheltered instruction, one-way developmental bilingual programs, and two-way dual language programs) to inform decision-making. Simultaneously, the Program Evaluation department worked with Evergreen Solutions, LLC, to facilitate and coordinate their evaluation of the OCPS Exceptional Student Education (ESE) Program. The ESE evaluation included an analysis of ESE student population characteristics and program effectiveness in supporting positive outcomes for students receiving special education and gifted services. Both external companies assisted the department's staff with presenting evaluation methodology, findings and implications at a school board work session. Immediately following, the Multilingual Services department and Exceptional Student Services department then each presented an action plan for addressing the recommendations provided in the evaluation. These action plans were also aligned to the district strategic plan.

Area superintendents came to consensus on a progress monitoring timeline that is used for continuous improvement checkpoints. Data points regarding formative assessment of core content areas, attendance, and discipline are maintained on learning community SharePoint sites and reviewed on a weekly basis. Additionally, all schools participate in at least two data meetings annually with area superintendents, monitoring school improvement action plan progress and make adjustments as needed. Furthermore, all learning communities tier their schools, and conduct additional data meetings and analysis for tier 2 and 3 sites; this structure provides differentiated support to close the achievement gap. By ensuring a consistent progress monitoring system across all schools within each learning community, the district ensures attention is afforded to the achievement of all students.

The district has developed a support plan for schools with the lowest student performance results. These schools are supported by School Transformation Office, Minority Achievement Office, and the department of Curriculum Services. The School Transformation Office supports the most fragile schools, the Minority Achievement Office supports schools in specific content areas with achievement gap for minorities, and Curriculum Services supports all schools. The Curriculum Services department works closely with the area superintendents in the five geographic learning communities to provide pedagogy and content support to schools. Teams of district personnel including ESE, Math, Science, ELL, Marzano, and Reading coaches work with school-based personnel to understand and use data to guide effective instruction. Support is monitored and modified to meet the needs of the schools. The district learning community support teams collaborate weekly to identify school needs and adjust the schedule and deliverables. School administrators monitor the use of Professional Learning Community (PLC) time dedicated for collaboration in content area lesson planning. District instructional coaches assist school-based coaches in facilitating PLCs, analyzing student data, and deconstructing standards. School leaders conduct classroom observations to ensure appropriate implementation of planned lessons. The actionable observation feedback provided, along with student assessment data, is a part of the dialogue in subsequent common planning sessions. Teachers examine the effectiveness of lessons by disaggregating data to identify instructional and learning gaps. Teams use observational and statistical data to discuss students' progress and continue the cycle by planning lessons in response to data analysis.

The superintendent holds a yearly Superintendent's Summit for all administrators in June and a midyear summit for principals in January to communicate the expectation of continuous improvement in all aspects of OCPS to all administrators, including student learning, with specific emphasis on increasing the number of students taking accelerated and advanced coursework, obtaining CTE certification, and the expansion of Voluntary Pre-Kindergarten. The school board chairman and superintendent deliver an annual "State of the Schools" address to community stakeholders, communicating district goal progress. This address is recorded and posted on the district website in video form; the text of the speech is also available in the school board documents section of the website.

OCPS provides opportunities for students needing support in order to be ready for success at the next level. Voluntary Pre-Kindergarten (VPK) programs are available at 78 of the 123 elementary schools to help prepare young children for success in kindergarten. Teachers are trained to use data to drive their instruction in the VPK classrooms and monitor kindergarten readiness reports.

Schools use a Multi-Tiered System of Supports (MTSS) to assist struggling and accelerated students in achieving and/or exceeding grade level expectations. The data collected from diagnostic assessments and gifted screenings determine the placement of students by matching their individual needs with the appropriate intervention/enrichment programs. Students identified as performing below grade level receive Tier II and Tier III comprehensive and supplemental interventions based on specified areas of need. Student growth is examined and groupings are fluid as a result of progress monitoring data. Bi-monthly reports on student progress in their programs are shared with school and district instructional leaders. Beginning in 2013-14, instructional materials used for intervention are evaluated annually to establish whether each

program is research-based and technology-compatible. The list was updated again for 2015-16 and disseminated in the deputy superintendent's weekly newsletter. Two Intervention Conventions were conducted in spring 2015 so that school-based personnel could review instructional materials and ask questions of each vendor to guide decisions on which supplemental intervention best meet the needs of their student population.

Advancement via Individual Determination (AVID) is available at 43 elementary and 49 secondary schools to support and facilitate academic success for students who would be first-generation college students. One of the cornerstones of AVID is participation in rigorous coursework; these include honors and Advanced Placement (AP) classes, and International Baccalaureate (IB) programs.

In November of 2014, OCPS was one of 547 school districts identified by College Board with placement on the Fifth Annual AP® District Honor Roll for increasing access to AP coursework, while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP® Exams. In 2013-14, the number of OCPS students taking AP tests increased 16 percent. Students achieving passing scores of 3 through 5 went up 18.4 percent over the previous year, while black and Hispanic students enrolled in AP courses outpaced their counterparts across the state and the nation.

Career and Technical Education (CTE) enrollment has experienced a phenomenal increase from 2012 to 2014. There was a 100 percent increase in middle schools and a 56 percent increase in high schools. The number of students earning industry certifications has also shown an increase: 50 percent from 2012 to 2013, and a projected increase of another 69 percent from 2014 to 2015.

In an effort to increase student participation in AP and CTE coursework, academic course rules (ACRs) were developed using multiple student data points to guide student placement into appropriate secondary course sequences. Middle and high school principals, assistant principals for instruction, and guidance department chairs were provided training on the use of ACRs during regularly scheduled monthly meetings. As student schedules for the 2015-16 academic school year were developed, progress monitoring reports were provided to the schools through assistant principal for instruction monthly meetings.

To meet these goals, OCPS strives to use data as a cornerstone of educational conversations, planning and program development. Elementary teachers have 45 minutes of uninterrupted planning time before the commencement of the student school day, and most elementary teachers also have at least 45 minutes of planning time during the school day. Secondary teachers have the equivalent of one period a day for planning, unless they self-select to teach an additional class period. All schools have a one-hour early release of students each Wednesday to provide additional collaboration and professional learning time. Teachers use the common planning time to meet in Professional Learning Communities; to discuss standards-based instruction for unit plans; develop standards-based assessment(s) for units; plan individual lessons that make up the unit; and analyze results on the assessment to differentiate instruction and share best practices in pedagogy. The district expectation is that PLCs take place weekly. However, due to single content area experts on some campuses, not all teachers work on a team with peers who share the same course. OCPS has instituted virtual PLCs for AP teachers, which take place each semester. Technology will be used more frequently in the future to make PLCs available to a larger group of teachers and reduce travel time and costs.

Learning community leaders use and evaluate data frequently in OCPS. Administrative teams at each learning community monitor progress

within a continuous improvement framework. In addition to student data from the aforementioned platforms, these administrative teams access personnel evaluation data from the iObservation platform developed by the Marzano Center. Data trends are reviewed by area superintendents at monthly district Teaching and Learning leadership meetings.

Monthly building-level principal meetings are held to communicate information from the deputy superintendent and Chief Academic Officer directly to principals. At these meetings, administrators also collectively analyze student and personnel evaluation data. These principal meetings promote common evaluation language to reinforce broader district operational goals. The deputy superintendent guides the common agendas of the principal meetings to ensure the focus remains on data analysis, instructional leadership and professional development.

Report Summary

Scores By Section

Section Score

Purpose and Direction	2.5
Governance and Leadership	3.33
Teaching and Assessing for Learning	2.42
Resources and Support Systems	2.5
Using Results for Continuous Improvement	2.4

Sections