



Accreditation Progress Report

Hillsborough County Public Schools

Mrs. MaryEllen Elia, Superintendent

901 E Kennedy Blvd
Tampa, Florida, United States 33602-3507

Prepared for the AdvancED Quality Assurance Review

Report Status : Accepted

Report Open Date : June 2, 2010

Report Due Date : May 1, 2012

Report Submitted Date : April 9, 2012

Report Accepted Date : July 10, 2012

Accreditation Progress Report

Contents

1.0 About AdvancED and NCA CASI/SACS CASI	3
2.0 Introduction to the Accreditation Progress Report	4
3.0. Summary	5
4.0. Required Action 1	8
4.1. District/System Response	8
4.2. Reviewer Response	10
5.0. Required Action 2	10
5.1. District/System Response	11
5.2. Reviewer Response	12
6.0. Required Action 3	12
6.1. District/System Response	13
6.2. Reviewer Response	14

1.0 About AdvancED and NCA CASI/SACS CASI

Background. Dedicated to advancing excellence in education worldwide, AdvancED provides accreditation, research, and professional services to 27,000 schools in 65 countries. AdvancED provides accreditation under the seals of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

The Accreditation Process.

To earn and maintain accreditation, district/systems must:

1. Meet the AdvancED Standards for Quality School Systems.

District/Systems demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for school systems to achieve quality student performance and organizational effectiveness.

2. Engage in continuous improvement.

District/Systems implement continuous improvement focused on improving student performance and school effectiveness.

3. Demonstrate quality assurance through internal and external review.

District/Systems engage in a planned process of ongoing internal review and self-assessment. In addition, district/systems host an external Quality Assurance Review team once every five years. The team evaluates the district/system's adherence to the AdvancED quality standards, assesses the efficacy of the district/system's improvement process and methods for quality assurance, and provides commendations and required actions to help the district/system improve. The district/system acts on the team's required actions and submits an Accreditation Progress Report at prescribed intervals following the Quality Assurance Review.

The AdvancED accreditation process engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help district/systems be the best they can be on behalf of the students they serve.

2.0 Introduction to the Accreditation Progress Report

Purpose

The Accreditation Progress Report (APR) is a critical component of the AdvancED accreditation process. It engages the district/system in a detailed review and analysis of the steps it has taken to address the required actions made by the AdvancED Quality Assurance Review (QAR) team. Completing the report helps the district/system focus and reflect on its continuous improvement efforts.

It is the responsibility of the district/system to address each of the QAR report's required actions within the 5-year term accreditation. Deadlines for completion of the report are based on the district/system's accreditation status and must be met to maintain accreditation. Some district/systems may complete multiple reports during the 5-year term to demonstrate that they have fully addressed the required actions.

Structure of the Report

The APR is organized around the required actions in the district/system's QAR team report. The APR lists the required action from the report along with the rationale and evidence supporting the required action. The district/system then indicates the progress that it has made toward meeting the required action and provides a more detailed response describing the actions it has taken and the results obtained. The district/system provides a response for each of the QAR team required actions.

Following the district/system's response is the reviewer's response. Each APR is read by an AdvancED reader in the state or regional office who reviews the district/system's response to determine if the required action has been met. The reader provides his/her assessment of the progress the school has made and then offers comments to the district/system. If required actions remain in progress or not addressed, a new APR will be created with a new deadline for completion. As noted earlier, the district/system must address the required actions within the 5-year accreditation term.

Conclusion

The Accreditation Progress Report is a useful report for members of the district/system and broader community. It helps community members see and monitor the ongoing improvement efforts of their district/system. It demonstrates how the district/system uses its accreditation for the ongoing benefit of the students it serves.

3.0. Summary

1.1. Based on the actions taken by your institution to address the required actions provided by the QAR team, what has been the impact on your institution's overall effectiveness?:

The AdvancED Quality Assurance Review (QAR) visited our district in the early stages of what would eventually come to be known as the Empowering Effective Teachers (EET) project. Much of the discussion between the team chair, Dr. Nikki Armato and QAR team members and Superintendent MaryEllen Elia and her district staff revolved around the tantalizing possibilities that this initiative promised. Not surprisingly, much of the following will concern how we have progressed as a district under EET and utilized the insights provided by the QAR to move forward.

In August 2010, only a few months after the visit, Hillsborough County Public Schools (HCPS) began implementing one of the most ambitious and comprehensive teacher evaluation systems in the United States. Covering all of the district's 12,000 K-12 teachers, the new system included three components: peer and mentor evaluations, principal evaluation, and student learning gains using value-added measures. These multiple measures of teacher effectiveness represented a significant break from the former evaluation system, which relied solely on principal input. The new system also required that all teachers be observed at least three times per year, a marked contrast from the time when tenured teachers required observation once every three years.

The new teacher evaluation system was not the only change in the district in the 2010-2011 school year. Superintendent MaryEllen Elia and her leadership team also completely revamped how the district's 235 principals were evaluated. Principal evaluation criteria consisted of gains in student achievement, a 360-degree survey component completed by teachers and area directors, and other factors such as attendance and discipline, retention of effective teachers, and evaluation of teachers.

Implementing new teacher and principal evaluations in the eighth-largest school district in the country in the same school year with fidelity could be considered an overly ambitious or even impossible undertaking. With support from the Bill & Melinda Gates Foundation, the project depended on the effective execution of a number of interlocked components, with the failure of any individual component potentially imperiling the success of the whole reform. First, the Hillsborough County School Board and Superintendent Elia set a clear and compelling vision best articulated in the initiative's title: Empowering Effective Teachers. The defined vision of supporting and sustaining excellent teaching allowed all stakeholders – teachers, principals, district and union leaders, and community members – to develop a detailed and workable plan for implementation. At the same time, while HCPS was well-positioned to affect this change, the logistics of institutional reform were daunting.

The leadership team has presided over a high-performing school district with a history of success in student achievement. From 2008 to 2010, the district scored three consecutive overall "A" grades based on Florida's comprehensive performance grading system. Across the district's schools, 73 percent earned of the district's elementary schools earned an "A" or "B" grade in the 2011-12 school year, half of the middle schools (51%) earned an "A" in 2011, and the district's 82.3 percent four-year graduation rate led all large districts in Florida. National recognition has followed this track record: 18 HCPS high schools—67 percent—were listed on the *Washington Post's* High School Challenge (formerly *Newsweek's* America's Best High Schools) America's, with Henry B. Plant High School ranked 38th, King High School ranked 52nd, and Hillsborough High School ranked 56th, and Robinson High School Quality.

The AdvancED accreditation process and the Quality Assurance Review (QAR) served as a valuable consultative tool to indicate that an already highly functioning school district was on the right track. In other words, the QAR

provided data, when combined with the results cited above, which validated the initiatives the district has undertaken. However, the QAR likewise laid down the challenge to the district that we must continue to improve and be a leader in education. As Superintendent Elia has stated, "We can always get better and striving to be the best should drive every decision we make."

1.2. What would you consider to be challenges that still lie ahead and how do you plan to address those challenges?:

An extensive series of interviews with those closest to the projects described above - teachers, principals, union leaders, and district administrators - combined with a review of planning and strategic documents help tell the story of this ambitious reform initiative. Ultimately, six key lessons emerge from HCPS's successful implementation of multiple-measure teacher and principal evaluations. Adapted to local contexts, these are steps that district leaders and policy makers can follow as they develop teacher and principal evaluation reform initiatives and work to implement them.

1. Build upon a foundation of board-district-union collaboration.
2. Create a sense of urgency rooted in student learning.
3. Establish a high-capacity executive team composed of respected district leaders.
4. Include teachers and principals in every phase of the work.
5. Communicate clearly and constantly through multiple channels.
6. Incorporate learnings from implementation quickly.

As much as the lessons here present strategies for implementation, they also suggest an inclusive approach to carrying out educational reform. Critical to the success of the project was a collaborative and supportive set of relationships that consistently sought out and made best use of the input of all stakeholders in the process. When board members, teachers, principals, and union leaders had meaningful roles in the process, the prospect of stakeholder buy-in on the project was greatly increased, streamlining the implementation process. Importantly, the stakeholders also acted as resources whose expertise and commitment molded a more effective outcome.

1.3. How will you use the insights gained from your accreditation activities to inform and enhance your quality assurance and school improvement efforts?:

Superintendent Elia puts it plainly: "You can never communicate enough, and you can never be over-prepared." With a diverse group of stakeholders and several evolving projects, clear, consistent, and effective communications are essential. Within the schools, the groundwork for communication was in place, courtesy of the longstanding collaboration between the district and union. Collaborative focus groups and committees solidified this working relationship and ensured that messaging about the evaluation-reform project stayed aligned. The district integrated this word-of-mouth communication channel into a sophisticated change management strategy that included emails, podcasts, e-zines, anonymous surveys, and onsite presentations.

With a strategy for messaging established, technology allowed numerous platforms for communication. The school district's website hosted a page devoted to the multiple measures of teacher effectiveness initiative, with podcasts from the superintendent, video updates, answers to frequently asked questions, an e-zine, links to press coverage, and posts covering basic information about the changes taking place. The superintendent's podcasts,

titled "The Things You Need to Know" and available in long and short versions, laid out the changes taking place in great detail and in condensed form, respectively. Email pop-ups on the district email system delivered updates and information directly to teachers. Teachers were also able to contact Steele and his team directly with questions through a dedicated email address, greatteachers@sdhc.k12.fl.us.

In February and May 2011, HCPS conducted anonymous surveys, or "pulse checks," to gauge teachers' understanding of the evaluation reforms. The surveys checked teachers' understanding of the initiative and asked their opinions on whether the initiative had been communicated to them, whether they understood it, and whether they received enough communication on the process. More than 3,600 teachers took the May survey, with 800 contributing written responses, and the results indicated a substantial uptick in teachers' understanding of and support for the initiative. The surveys generated reliable, meaningful, and actionable feedback for district leadership, with a tangential effect of allowing surveyed teachers to engage in forward reflection on what the changes would mean for them.

Hillsborough County Public Schools hosted a Quality Assurance Review team on 04/25/2010 - 04/28/2010. Through interviews with district/system stakeholders, classroom observations, and a review of district/system documents and student performance results, the team developed a Quality Assurance Review (QAR) report detailing its findings from the visit. The full report can be viewed at www.advanc-ed.org.

The QAR report contained commendations and required actions for the district/system. The district/system is responsible for addressing each of the required actions in the report. At prescribed intervals based on the district/system's accreditation status, the district/system must complete an Accreditation Progress Report. Below, please find the required actions from the QAR report and the district/system's response to each required action. Following the district/system's response is the reviewer's progress response and comments.

4.0. Required Action 1

Source: QAR

Date: 2010-05-27

Required Action:

Develop and institute regular and intentional procedures to ensure the wealth of early stage initiatives reach full implementation and achieve maximum potential.

Evidence:

A number of powerful programs have been embraced by the district and are now in the initial stages of implementation. These include Professional Learning Communities, Differentiated Instruction, Response to Intervention and Empowering Effective Teachers. Evidence confirms these are in various stages of acceptance and use throughout the district. Research on change shows that conscious practice, deliberate reflection, systematic processes and consistent monitoring promote fidelity of execution and contribute to sustainability. The commendations listed in the prior section (culture, leadership, professional development, systems approach) hold the potential to serve as leverage points in helping bring these early stage programs to fruition. Focused attention on the unfolding or evolution of these district-wide programs and practices will help ensure they are implemented with faithfulness, monitored for desired impact and that constructive momentum is maintained.

Rationale:

When these exciting initiatives are fully and authentically embedded into practice and become part of the culture, their true impact on teaching and learning can be realized.

4.1. District/System Response

Progress Status: Completed

Response: The Quality Assurance Review (QAR) Team recognized a number of bold initiatives that Hillsborough Public Schools (HCPS) has been pursuing. Perhaps the most ambitious is the Empowering Effective Teachers (EET) project, known early on as the Bill and Melinda Gates Foundation Grant. As was described in the district's Standards Assessment Report (SAR), throughout 2009 and early 2010 focus groups and committees had come together to develop a new teacher observation rubric. With the formula for

evaluation settled, the district had to recruit, hire, and train 75 peer evaluators and 46 mentor evaluators. Principals also had to be trained in how to conduct reliable and valid observations and evaluations. For the value-added component, HCPS needed to ensure that robust pre-measures and end-of-year assessments existed for every course offered and that student results and demographics could be linked to individual teachers. Even if the district was able to accomplish all of these tasks, it still needed to get buy-in from teachers and principals for real change to occur.

Fast-forward to 2012, as we approach the two year anniversary of achieving AdvancED accreditation, the results of implementation are impressive. By August 2010, HCPS had hired all peer and mentor evaluators and trained them on the new observation rubric and the three parts of the observation cycle: pre-observation conference, observation, and post-observation conference. Within ten weeks of the first day of school, all principals were certified to conduct observations with the revised rubric. By the spring, district teachers had experienced over 35,000 observation cycles, and peers, mentors and principals were on track to observe all teachers the required number of times for the school year. However, based on lessons learned in the initial phases of the project, the district hired and trained an additional 100 peer and mentor evaluators. In addition, assessment data used in the value-added measures were being collected, linked to students and teachers, and transmitted for analysis to the University of Wisconsin's Value Added Research Center. Perhaps most importantly, the district had seemingly strong support from its teachers for the new evaluation; 96 percent of teachers who voted approved a new contract that included the multiple measures evaluation.

Anecdotal evidence, together with formative assessment results, also suggested HCPS was on the right track with student achievement, though the impact of the new evaluations awaited analysis. According to Superintendent Elia, "What we said we were going to do was support teachers to get better. I am overwhelmingly hearing that teachers are more focused this year, in their classrooms, as they're teaching, and that we're putting the supports in place to help them."

One strong indicator of how EET and other initiatives are impacting student achievement falls in the arena of Advanced Placement (AP). The College Board recognized HCPS with both the 2011 Innovation and Beacon Awards for its system-wide approach to college readiness. From 2008-2010 HCPS had the largest increase in the number of students earning AP scores of 3 or better of any district in the nation, and the second-largest increase in the number of underrepresented minorities. During the same period, the district increased student participation in AP courses and exams by an annual rate of 19 percent. Even with the increase in participation, the district was able to maintain the percentage of students scoring 3 or better at around 40 percent in 2008 and 2010.

Other initiatives, such as Professional Learning Communities (PLC's) have continued to mature. Teachers and administrators, recognizing the need to collaborate in order to maximize student achievement, regularly meet to analyze data, lesson plan, and assess student mastery of subject matter. The district, in partnership with the Hillsborough Classroom Teacher Association (HCTA) negotiated an early release day every Monday during the school year devoted to providing the opportunity for PLC's to meet and develop instructional strategies to meet the needs of every student.

An additional early stage initiative sited the QAR concerned Problem Solving/Response

to Intervention (PS/RTI). Now in its third year of implementation, seven PS/RtI Facilitators support schools in each geographic area. They provide training to Problem Solving Leadership Teams (PSLT) and school faculties. The facilitators also attend PSLT meetings and Focus meetings to guide the problem solving process and to assist with data management and interpretation. Schools across the district have advanced in their use of data to make informed decisions about progress at the core, as well as progress with high risk groups and with students who are in need of intensive intervention support.

Finally, to better guide teams in effective problem solving, new forms have recently been created that assist in determining whether student difficulties are the result of the instruction, curriculum, environment, or a challenge related to the learner. This should assist PSLTs in creating intervention supports that will likely yield the greatest success

4.2. Reviewer Response

Progress Response: Completed

Comments for Institution: AdvancED commends the district for the steps it has taken to address the recommendation of the Quality Assurance Review team to develop and institute regular and intentional procedures to ensure the wealth of early stage initiatives reach full implementation and achieve maximum potential. As outlined in the district's response, the district has well demonstrated its ability to effectively mobilize its efforts to respond to external direction for the benefit of the district's teachers and its students. AdvancED concurs that this recommendation has been completed and encourages the district to continue its work in this area.

5.0. Required Action 2

Source: QAR

Date: 2010-05-27

Required Action:

Establish and utilize diverse internal quality assurance practices to strengthen and expand existing methods of support and current monitoring procedures.

Evidence:

The district has fully instituted comprehensive data collection and analysis procedures to assess student performance. In response to these data, the district deploys significant human and material resources in an effort to aggressively target, support and monitor identified focus schools. Stakeholder testimony consistently illustrates and verifies how responsive and supportive the district is when assistance and resources are requested. The district would enhance its quality of leadership if it took purposeful action to guarantee on-site monitoring and assistance to all schools. This action would make certain that consistently high performing schools (not just those who need or request it) regularly receive beneficial feedback and support.

Rationale:

A proactive approach of this nature would ensure that all schools operate within a mindset of continuous improvement, strive to experience growth, receive formative evaluation and are expected to demonstrate increased student learning and school effectiveness.

5.1. District/System Response

Progress Status: Completed

Response: The imperative of student learning framed the debate around reformed teachers' and principals' evaluation systems. Teachers and administrators felt the old teacher evaluation system was overly narrow, subjective, and vague. Relying only on a principal's classroom visit, the one-dimensional evaluation was perceived as a poor tool for assessing, supporting, and rewarding teacher contributions to student learning. According to one principal, "The other evaluation was somewhat vague. And we didn't always have documentation about what we felt was the right score or the right category to put each teacher in. So, you know, it was somewhat whatever you thought. And I know the new evaluation replaces that and takes out the vagueness." HCTA President Jean Clements emphasized: "Most importantly, the old evaluation was acknowledged as nearly worthless in improving instruction and practice. We were far less concerned about rating teachers than we were interested in having a comprehensive, reliable, and valid process that would enable us to meaningfully support the professionals in our schools to adapt and improve instructional practice at all levels of experience and expertise."

Questions from teachers and district leadership about the efficacy and impact of teacher and principal evaluation led to review of the evaluation model. Superintendent Elia asked outside experts to collect data and analyze the impact of the evaluations. What she found was surprising: Over 99 percent of the district's teachers were rated satisfactory or outstanding by principals, and 46 percent of high school teachers received perfect evaluation scores. While the district had a reputation for excellent teachers, the scores were misleading. Applied inconsistently across principals, and with weak correlation between teacher ratings and student achievement, the evaluations failed to deliver meaningful data. They had become perfunctory, and they correlated weakly with student achievement. As Clements reflected: "For years, I think, most people just considered [the evaluation] to be this kind of obligatory thing that, at the very least, forced you to sit down with your supervisor or principal towards the end of the year, just kind of going over how things had gone."

A revised evaluation rubric was the first key step in more accurately capturing what went on in the classroom. Previously, principals used what was essentially a checklist of teacher behaviors in their evaluations for items such as asking multiple questions, wait time, or behavior management. According to one district leader, "Our former evaluation system was not very descriptive and specific...we knew that we had the desire to move in the direction of a rubric that would help teachers identify effective behaviors as well as help principals in evaluating teacher behaviors."

The new observation rubric, based on Charlotte Danielson's work, offered a fuller view of teachers' effects on student learning, with four performance ratings across four domains detailed in 22 individual components. In the eyes of one district leader, the new rubric "changed the focus from sole teacher behavior to the interaction that goes on and,

you know...do the kids know what they're supposed to be learning?" And according to one peer evaluator, "We've changed our focus so much. We used to be very focused on the teacher, and now we're very focused on the student."

Teachers also wanted an evaluation system that could offer actionable feedback to improve student learning. Previous evaluation refinements had led to a more sophisticated instrument, but they lacked the detail provided by the Danielson-based rubric that offered specific feedback and guidance on opportunities for professional development. As Clements explained, "We recognized that we didn't have something in place that really helped every teacher, at every stage of their career, at every level of excellence, have concrete feedback." The new rubric and observation cycle encouraged teacher reflection, made peer and mentors available for advice and consult, and provided links to professional development opportunities. Thus, the multiple measures evaluation system embedded a theory of change centered on student learning and teacher growth. If teachers received actionable feedback on their performance from multiple sources, then they could take explicit steps to improving their practice and student learning would improve.

The evaluation data, when combined with existing student data, provided powerful tools for individual teachers, grade level teams, subject areas, and entire schools to focus on strategies that impact student achievement. In addition, teachers felt empowered to ask for professional development opportunities that allow them to improve their instruction. The result is an atmosphere in which the focus is on taking direct, targeted action and quickly providing the resources to help teachers and students succeed.

5.2. Reviewer Response

Progress Response: Completed

Comments for Institution: The district has successfully addressed the recommendation of the Quality Assurance Review team to establish and utilize diverse internal quality assurance practices to strengthen and expand existing methods of support and current monitoring procedures. The new evaluation system will provide an impetus for teacher development/enhancement and improved student performance. As detailed in the district's response, the district has implemented a range of strategies that attend to the areas noted in the QAR team's recommendation. The district is encouraged to embed and sustain these strategies to ensure continued results.

6.0. Required Action 3

Source: QAR

Date: 2010-05-27

Required Action:

Devise and operationalize district-wide processes that celebrate and encourage action research at the school and classroom levels.

Evidence:

Professional staff articulated that they are empowered to implement research-based strategies and effective practices within the context of the varied learning environments. A significant number expressed a willingness to try approaches and adopt them if they are shown to be successful. Effective teaching and learning techniques should be documented, evaluated, described, replicated and sustained. This will provide the district with a warehouse of proven instructional practices.

Rationale:

Instituting an action research initiative will advocate responsible creative, innovative and risk-taking behavior. It will produce verifiable teaching and learning practices that can be foundational to promote success for all students and contribute to the narrowing of the achievement gap.

6.1. District/System Response

Progress Status: Completed

Response: Given the size and scope of the evaluation reform project, the change process had been controversial and anxiety-producing for teachers. HCPS leaders knew challenges were going to occur, and they tried to plan accordingly. As Superintendent Elia described: "Understand, you're going to have glitches through this. You're going to have people get nervous. You're going to have all these things that are challenges." District leaders did their best to prepare for potential problems, and throughout implementation they sought to swiftly and effectively address those problems that did come up. Elia explained: "We thought through this process of change, so that we could anticipate where the problems would be, and the hot spots, and we planned for those ahead of time."

Implementing stakeholder feedback quickly demonstrated that the voices of teachers and principals were being heard. For example, teachers initially had to upload responses to pre-observation questions 72 hours before the lesson. But the long lead time sometimes meant that lesson plans changed based on the class activities of the intervening days, so the district changed the system to require pre-conference questions uploaded only within 24 hours.

Peer evaluators also faced an initial challenge using the Lawson Talent Management (LTM) system to upload observation data. The system exhibited occasional unresponsiveness, sometimes even losing entered data, especially during periods of high system usage. Peers reported having to enter their data late at night to avoid system glitches. Work on the system has since alleviated the glitches, and peers report smoother uploads.

That peer evaluators were entering data late at night anyway speaks to the high workload borne by that group. Each peer had as many as 170-180 teachers on his or her caseload, and in one example, a peer had as many as 26 separate schools in which to observe teachers. Between scheduling observations for such a large group of teachers, conducting the full observation cycle—pre-observation conference, observation, and post-observation conference—and then uploading the observation notes, the endurance of peer evaluators has been tested. Beyond scheduling and the occasional computer

problem, the work can be draining, requiring constant fidelity to evaluation principles and meticulous attention to word choice when writing up evaluations and conducting conferences with teachers. It was a workload that could lead to fatigue, damaging the reliability of evaluations and, ultimately, teachers' confidence in the system. Aware of the potential for overtaxing peer evaluators, the district created additional positions in advance of the 2011 - 12 school year and began the hiring process to ease the peer evaluators' workloads.

Those new peer evaluators will experience a freshly streamlined hiring process. The initial class of peer and mentor evaluators were selected in early 2010 via an elaborate screening and interview process. Facing over 600 applications, a committee composed of a union member, principal, and district leaders screened responses to a series of essay-style application questions. Then, a larger committee interviewed candidates. While rigorous, the committees proved unwieldy, especially given the need to bring new hires on board quickly to reduce the workload of an overtaxed peer and mentor class. This year the number of committees was reduced. In addition, the district assigned permanent members to the screening committee with rotating union representation, allowing the screening and interview process to move forward more efficiently and with greater consistency.

The ability to address and resolve problems quickly was paramount in gaining buy-in from stakeholders. Effective problem-solving—resolving challenges as they arise in such a way that they do not occur again—enhanced the credibility of leadership and the new evaluation system, while giving all participants greater confidence and trust in the process and outcomes. It also ensured that problems did not become systemic and entrenched. As Superintendent Elia explained, "You can't wait until the end of the first year of implementation to respond, because there's insanity that comes up, and you have to respond right then. Because if you're allowing insanity to occur, you're insane."

6.2. Reviewer Response

Progress Response: Completed

Comments for Institution: AdvancED concurs with the district's assessment that this recommendation to devise and operationalize district-wide processes that celebrate and encourage action research at the school and classroom levels has been completed. The district has taken the necessary steps, through the utilization of improved technology, streamlining the time requirements, and hiring additional peer evaluators, to address the recommendation made by the Quality Assurance Review team. The district is encouraged to continue the operations that have been set in place so that these improvements are sustained over time.