



Accreditation Report

Holmes County School District

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Executive Summary

Introduction

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

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

Description of the School System

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

Holmes County, located in the Florida Panhandle, is one of the state's smallest counties in size and population. Sharing a northern boundary with Alabama, Holmes County is rural and landlocked. The Choctawhatchee River divides the county geographically with only two bridges connecting the two sides, one near the northern border and one on the southern border. The County Seat, Bonifay is one hour away from the nearest city. We have a student enrollment of approximately 3325 students. There are seven schools located in the school district, Bethlehem High School Pk-12, Bonifay Elementary School Pk-4, Bonifay Middle School 5-8, Holmes County High School 9-12, Ponce de Leon Elementary Pk-5, Ponce de Leon High School 6-12, Poplar Springs High School Pk-12 and one alternative school, the Graduation Assistance Program 6-12. Our demographics for staff are 98% Caucasian, 1% African-American and 1% Hispanic the student demographics are 92% , 4.2% Caucasian African-American, .5% Asian, .3% American Indian or Alaska Native, and 2.8% Multiracial. The 2013 population estimate for Holmes County was 19,717. Ninety percent of Holmes County residents are Caucasian, while 6.4% are African-American. In the past five years the district has hired new principals at four schools and new assistant principals at all seven schools. The position of Superintendent has also changed since 2012. In the fall of 2012 Mr. Eddie Dixon was elected our Superintendent. He served until the Fall of 2016. Then November 22, 2016 Mr. Terry Mears took office as our newly elected Superintendent. Three district administrators and one finance officer retired during the past five years. In 2012 we had six district administrators and one finance officer. Two of the district administrative positions were absorbed as a cost saving measure. The responsibilities of the two administrators were delegated to other district administrators. Some institutional knowledge was lost during this time period due to the change in staff at these levels. The new staff has worked diligently to learn and lead the system in continuous improvement efforts.

One of our challenges we face as a school system is Holmes County's poverty rate. It is 25.9%, this is one of the highest rates in the panhandle of Florida. Based on the April 1st 2015 Food and Nutrition data, 75% of our students qualify for free or reduced lunch, and 55% of those are directly certified through SNAP, TANF, Medicaid and FDIIR participation. Because of these statistics our county qualified to participate in the Community Eligibility Program which provides breakfast and lunch meals to our students at no charge. Although agriculture has provided the county with its economic base, the manufacturing industry has recently grown in our area. Currently, the corrections and school systems are its largest employers. Unemployment in Holmes County (as reported in February 2014) is 5.5%, although it fluctuates as textile industries and health care providers continue to downsize or move.

Since most of our students live in poverty, our priority is meeting the social and academic needs of our students.

System's Purpose

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

Vision, Mission, Belief Statements

Vision Statement: Educating today's students for tomorrow's world.

Mission Statement: The Holmes County School District shall provide a safe, nurturing environment and a comprehensive curriculum that will prepare students for college and careers.

Belief Statements:

- Students are the priority of the District.
- Students' learning needs shall be the ultimate focus of all decisions of the District.
- All students learn in different ways and at different rates.
- All students shall be provided the opportunity to achieve their maximum potential.
- Learning occurs most effectively in a nurturing and physically safe environment.
- The district's commitment to continuous improvement and the highest of standards is essential for all students and staff to become confident, self-directed lifelong learners.
- Students, families, teachers, support staff, administrators and the community share responsibility for the improvement of the educational process.
- All students and employees should have respect for self and others in order to maintain individual dignity and worth.
- Diversity is essential for the full development of the individual and society.
- A "culture of character" must be pervasive at all levels throughout the District.
- Technology plays an integral part in the learning process.
- The practice of sound fiscal management is essential to the stability and success of the system.

As a result of these beliefs, Holmes County offers a variety of educational and extra-curricular activities at each school. In the past three years, the district implemented drama and music programs at four schools, established a district virtual school to provide students access to courses on-line, increased dual-enrollment opportunities for students, established a Bring Your Own Device policy.

Notable Achievements and Areas of Improvement

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

The system's school grades have improved overall for the past three years. Two schools, were rated as D schools in 2014. Bethlehem High School improved to a C in 2015 and a B in 2016. Ponce de Leon Elementary improved to a C in 2015 and remained a C for 2016. Bonifay Elementary School was a C in 2015 and improved to a B in 2016. All of the other schools were C schools in 2015 and remained C schools for 2016: Ponce de Leon High, Holmes County High, Bonifay Middle School, Poplar Springs High School.

The State of Florida recognizes the Best and Brightest teachers each year based on their ACT scores. The State provides a monetary incentive for the teachers each year. The amount varies base on the total number of teachers that qualify for the program. For 2015 we had two teachers recognized. This year we had eight teachers recognized.

In February of 2016 the Commissioner of Education, Pam Stewart recognized teachers in our district that had the most statistically-significantly positive impact on student learning. These teachers were, Miranda Boyd Holmes County High School, Craig English Ponce de Leon Elementary, Stacey English Ponce de Leon High, Melissa Hudson, Todd Jones, Wendy McGowan and Heather Rich, Bonifay Elementary, Shelley Smith Bethlehem High School and Valerie Wink Bonifay Middle School. The school board recognized these teachers for their accomplishment during a school board meeting last spring.

Our system is striving to achieve the top scores in the state in the next three years. Currently our student achievement is below our expectations. The 2016 district scores percent proficient are listed below:

ELA

3rd grade 55% proficient

4th grade 43%

5th grade 42%

6th grade 44%

7th grade 50%

8th grade 46%

9th grade 42%

10th grade 44%

Math

3rd grade 63% proficient

4th grade 53%

5th grade 42%

6th grade 34%

7th grade 56%

8th grade 42%

Alg. I 39% proficient

Alg. II 45% proficient

Geometry 37% proficient

Science

5th grade 43% proficient

SY 2016-2017

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8th grade 33%
Biology 61% proficient

Additional Information

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

Holmes county provides the resources necessary to educate the students in our district and ensure they graduate college or career ready. It is our continued purpose at this time to provide a safe, nurturing environment and a comprehensive curriculum that will prepare students for college and careers. We offer six programs through our high schools that students can achieve industry certifications in, the subjects include agriculture, welding, business, culinary, aerospace and computer science. Several of our students are interested in these programs and it gives them a way to achieve certifications before graduation. This provides students with employment opportunities immediately after graduation.

Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Survey results •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 	Level 2

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 systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •Survey results •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 3

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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.	<ul style="list-style-type: none">•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences•Examples of schools' continuous improvement plans•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.	<ul style="list-style-type: none">•Examples of schools continuous improvement plans•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•The district data profile	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 two areas of strength for Standard 1 are indicators 1.2 and 1.3. The system's process for review of the purpose for student success and that leaders and staff are committed to the shared values and beliefs of the district. The district supports the schools in reviewing their vision and purpose when they complete their school improvement plans and meet with their stakeholders to receive input on the purpose of the school. This occurs in May or August at each school.

The areas of improvement are 1.1 and 1.4. The district needs to focus on including and engaging "all stakeholders instead of some" in the

process of reviewing and revising the district purpose. The other area is maintaining the documentation of the engagement of all stakeholders in the process.

In order to improve our ratings for this standard, the district plans to implement an overarching community advisory committee to include stakeholders from businesses and faith-based organizations, along with state and local government agencies. This committee will represent each community in which the seven district schools are located. This committee will meet quarterly to review and analyze data related to the improvement goals of each school. This will ensure that all stakeholders are engaged in the process for continuous improvement that commit to high expectations for learning in our district. Notices of meetings, agendas, sign-in sheets and minutes will be maintained to document the engagement of all stakeholders in the continuous improvement process.

Governance and Leadership

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

Overall Rating: 3.17

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.	<ul style="list-style-type: none"> •Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions 	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.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none">•Communications regarding governing authority actions•Examples of school improvement plans•Roles and responsibilities of school leadership•Roles and responsibilities of district leadership•Social media•Survey results regarding functions of the governing authority and operations of the district•Agendas and minutes of meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Professional development offerings and plans•Examples of decisions aligned with the school's purpose statement•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•District reading plan, School Improvement plans, Master schedules.	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 sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Examples of stakeholder input or feedback resulting in district action•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan	Level 2

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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 criteria and processes of supervision and evaluation include references to system-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Representative supervision and evaluation reports	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.

Areas of strength for Standard 2 are noted in indicators 2.1, 2.2, 2.3 and 2.4. The school board establishes policies and procedures that support the system's purpose and goals of increasing student achievement. The school board and employees of the board operate under Florida Statutes and the Code of ethics for educators. The system has a district personnel handbook which informs staff of ethics, board policies and responsibilities. School board members participate in professional development offered through the Florida School Board Association. The school board allows autonomy across schools and leadership decisions are made at the school level for day-to-day operations. Leadership across the system focuses on continuous improvement based on the needs of our students and staff.

Areas of need for Standard 2 are noted in indicators 2.5, and 2.6. Stakeholder engagement is rated low because of the lack of responses we received from the surveys and input received on the school's and district's purpose when reviewing and providing input on school improvement plans. Overall, attendance is minimal at district public input meetings, hearings for policy revisions and attendance is low at family nights at each school. The district has a state approved evaluation system to monitor professional practice and student success. This system has been implemented to evaluate teacher effectiveness and student performance growth on state assessments. In February of 2016 the Commissioner of Education, Pam Stewart recognized teachers in our district that had the most statistically-significantly positive impact on student learning. These teachers were, Miranda Boyd Holmes County High School, Craig English Ponce de Leon Elementary, Stacey English Ponce de Leon High, Melissa Hudson, Todd Jones, Wendy McGowan and Heather Rich, Bonifay Elementary, Shelley Smith Bethlehem High School and Valerie Wink Bonifay Middle School. The school board recognized these teachers for their accomplishment during a school board meeting.

The system plans to improve these areas by implementing a communication plan that directly focuses on reviewing and revising the system's purpose and engaging all stakeholders in the process.

The system also plans to improve the supervision and evaluation indicator to enhance the professional development that is offered to meet needs of teachers. The system has district-wide professional development days at the beginning of each school year. We would like to further develop schedules to offer more opportunities for individualized professional development opportunities based on evaluation results.

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: 2.5

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.	<ul style="list-style-type: none"> •Course, program, or school schedules •Course or program descriptions •Lesson plans •Posted learning objectives 	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.	System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Common assessments •Surveys results •Lesson plans aligned to the curriculum 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •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 •Examples of student use of technology as a learning tool •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs 	Level 3

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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 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.	<ul style="list-style-type: none">•Documentation of collection of lesson plans, grade books, or other data record systems•Peer or mentoring opportunities and interactions•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success	Level 2

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.	<ul style="list-style-type: none">•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Professional development funding to promote professional learning communities	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.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Examples of assessments that prompted modification in instruction	Level 2

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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.	Some 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 system personnel.	<ul style="list-style-type: none">•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	Level 2

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.	<ul style="list-style-type: none">•Survey results•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	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.	<ul style="list-style-type: none">•Survey results•Master schedule with time for formalized structure	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Sample communications to stakeholders about grading and reporting•Sample report cards for each program or grade level and for all courses and programs•Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•District professional development plan involving the district and all schools•Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning	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.

Upon review of our self-assessment for Standard 3, we found the following strengths for indicators 3.1, 3.3, 3.8, 3.10, 3.11, and 3.12. We provide an equitable and challenging learning experience for all of our students. All of our courses/classes have equivalent learning expectations across the district. In part, this is due to the fact that we plan and use instructional strategies that require students to collaborate and use critical thinking skills in the classrooms. Instructional strategies that require our students to apply knowledge and skills that they are learning are integrated across the curriculum at our schools. Families are engaged in meaningful ways in their children's education by being informed of the learning process and through programs based at our schools. Teachers use common systems such as

grading, reporting, processes and procedures that are stated in our Student Progression Plan and Code of Conduct. Stakeholders are made aware when there is a change to these common systems and have access to them at all times on the district web-page. These common systems are evaluated yearly by the School Board and stakeholders. We are continuously working to maintain our areas of strength through ongoing formal and informal evaluations conducted at both the district and school levels.

Areas that we found we needed to review further and work to improve included indicators 3.2, 3.4, 3.5, 3.6, 3.7 and 3.9. We need to improve how we use data from student assessments and review of professional practices to adjust curriculum, instruction and assessments. Even though we do review our data quarterly we did not find adequate evidence to show that our improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction, and assessment. We also found that there was some evidence, but not across all schools, of the system and school leaders regularly monitoring instructional practices to ensure alignment with our values and beliefs, standards of instruction being taught and engagement of our students in the learning process. It was also noted that although the district promotes staff interaction within and across schools there was little evidence that personnel participated in productive discussions about student learning and the conditions that support student learning without the district's input. It has been a district goal for each classroom to provide a process that informs students of learning expectations and standards of performance. Although this has improved across the district, we believe that we need to still improve upon a process that uses formative assessments to drive decisions and give our students immediate feedback about their learning. We have established a Beginning Teacher Program within our district and have begun to implement a school based Mentoring Program. We believe that both of these new programs are moving our district toward district wide support that is consistent with our beliefs about teaching and learning, but we are still working to have all of our district personnel engaged in this process. Most of our district schools are small enough that all students have many faculty members that will advocate for them. Though, we found that we did not have a structured nor evaluated system that all students participate in. We are now evaluating programs such as AVID to provide each of our students with an advocate that will allow our employees to gain significant insight into and serve as an advocate for the student's needs regarding learning skills and life skills.

Resources and Support Systems

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

Overall Rating: 3.5

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.	<ul style="list-style-type: none"> •District budgets or financial plans for the last three years •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.	<ul style="list-style-type: none"> •Examples of school schedules •Examples of efforts of school leaders to secure necessary material and fiscal resources •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction 	Level 3

Accreditation Report

Holmes County School District

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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none">•Example systems for school maintenance requests•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 4

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.	<ul style="list-style-type: none">•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems•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•Survey results	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 ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•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 3

Accreditation Report

Holmes County School District

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment, and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none">•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•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 4

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	<ul style="list-style-type: none">•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•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 4

Accreditation Report

Holmes County School District

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	Level 4

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

Areas of strength noted for Standard 4 include most indicators for this Standard. This district has adequate resources to support the operation and staffing of each school. Our resources are monitored by our finance officer, budgets are approved each year by the school board. The district has safety plans and reports of inspections and drills that are conducted at each school. Each school has a media center where staff are available to assist in locating information relevant to the educational programs of the district. The district has a Digital Classroom Plan that describes the maintenance and implementation of technology that is available at all schools in the system. Certified personnel are available at all to schools to provide guidance and counseling to students. Special programs are coordinated through the district exceptional student education department. The ESE department conducts a self-assessment to determine how to more effectively meet the needs of the students.

Recently the district has experienced a delay in filling vacant positions due to a small number of qualified applicants. Currently we post job vacancies in each school, on our website and the district job phone line. The district pursues highly qualified teachers that exhibit a high level of professionalism. The district is pursuing another avenue to post vacant positions so the information reaches a broader audience through a regional job website that is offered through our local education consortium.

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: 2.2

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.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •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.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •Examples of data used to measure the effectiveness of the district systems that support schools and learning •List of data sources related to district effectiveness •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Accreditation Report

Holmes County School District

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.	<ul style="list-style-type: none">•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	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.	<ul style="list-style-type: none">•Student surveys•Agendas, minutes of meetings related to analysis of data•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.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement	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.

For Standard 5, the district has noted a strength for Indicator 5.1. The district consistently uses the comprehensive assessment system dictated by the State of Florida to ensure that all results are evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. The district will continue to follow protocols set by the state to ensure that the continuous improvement process occurs.

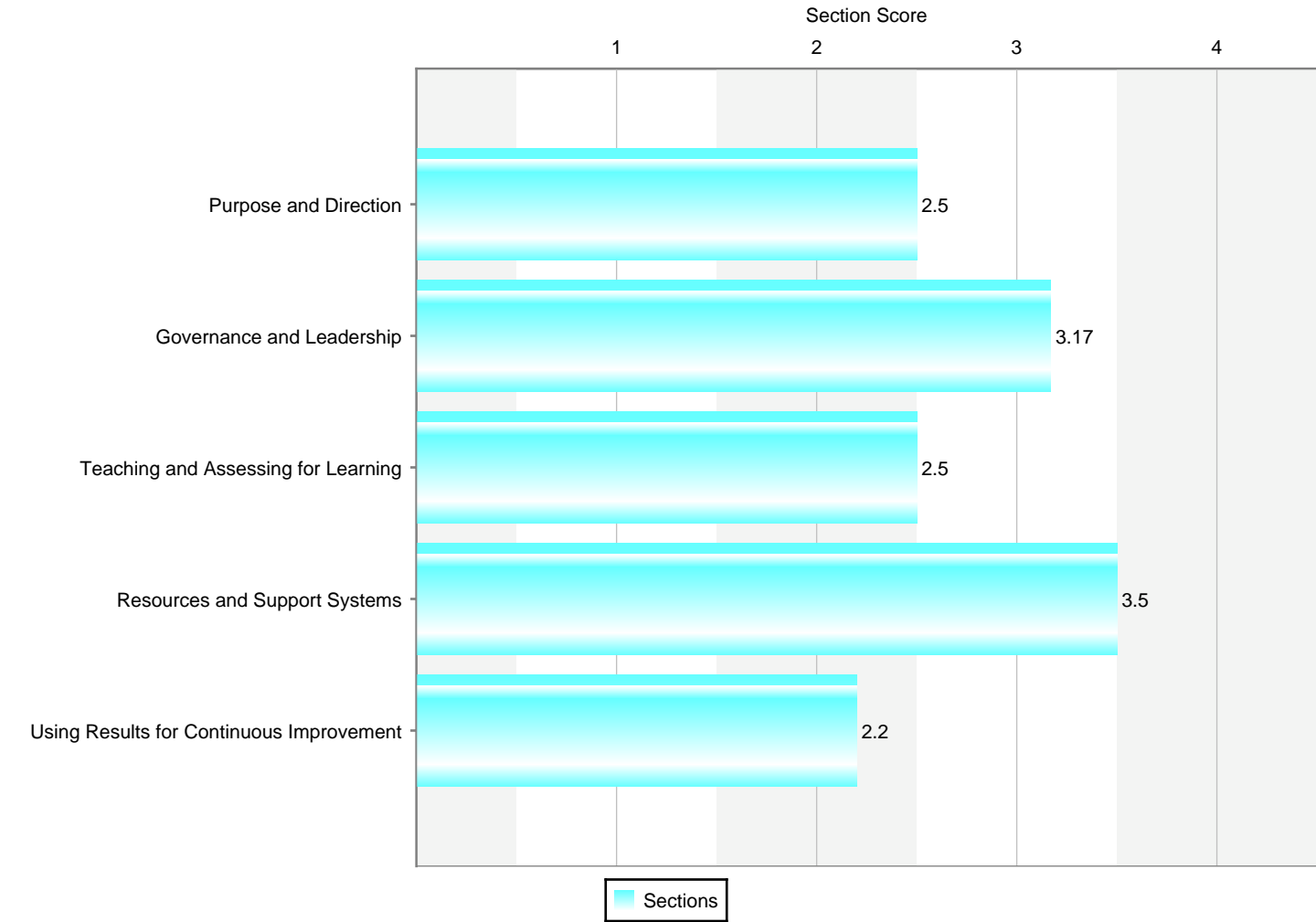
Accreditation Report

Holmes County School District

Areas of need include Indicators 5.2, 5.3, 5.4, and 5.5. The process the district uses will for evaluating instructional materials and using data needs to improve. The district plans to implement a formal system to be documented and implemented consistently from school to school. Each school has been given autonomy to review their own data after it is disseminated and informally discussed at principal meetings. Principal meetings will be held to formally analyze district and school results. The continuous improvement model seven step problem solving method will be utilized through the state's school improvement website. The district and schools will identify and address root causes of low student achievement and identify goals for school improvement plans for the 2017-2018 school year.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The district is disappointed with the low response rates for all stakeholder groups. We feel that the surveys were administered with fidelity and that accommodations were made by using paper surveys for parents without internet. We plan to administer the surveys this year to ensure that the minimum response rates are met. We are taking suggestions from each school to determine the best time of the year to administer surveys. We are also considering the possibility of administering surveys to parents during school or athletics events where large numbers of parents are in attendance.	Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

Areas of Notable Achievement

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

Staff, parents, and students at all levels indicated a high level of satisfaction with the district's instructional processes for student learning and success. Increasing student achievement has been, and continues to be one of the school district's primary goals.

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

Compared to the previous year's surveys, scores for the 2016 surveys were higher overall in all three areas: parents, staff, and students, indicating a higher level of satisfaction with all areas of the district's operations.

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

These findings are consistent with data reported by the WINGS exit surveys, which also indicate high levels of satisfaction with the district and its programs. However, other stakeholder data response rates are very low, as well.

Areas in Need of Improvement

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

--Among teachers, the area of lowest satisfaction is in mentoring and coaching programs to support instructional improvement. A mentoring program is in place for beginning teachers; however, the district needs to explore options for formal mentoring beyond the first year.

---Among students, the lowest area of approval is in the physical environment of the schools. We believe the students feel the school environment is safe, but they would prefer more "student friendly" physical surroundings.

---Among parents, the area of lowest satisfaction is that the governing body ensures that leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations. We feel that this is simply due to the fact that many parents do not fully understand the working relationship between the superintendent, school board, and school leadership.

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

Based on the limited data available from previous years, none of the areas showed a trend toward decreasing stakeholder satisfaction. However, we are aware of areas that are in need of improvement as indicated in Question 1.

What are the implications for these stakeholder perceptions?

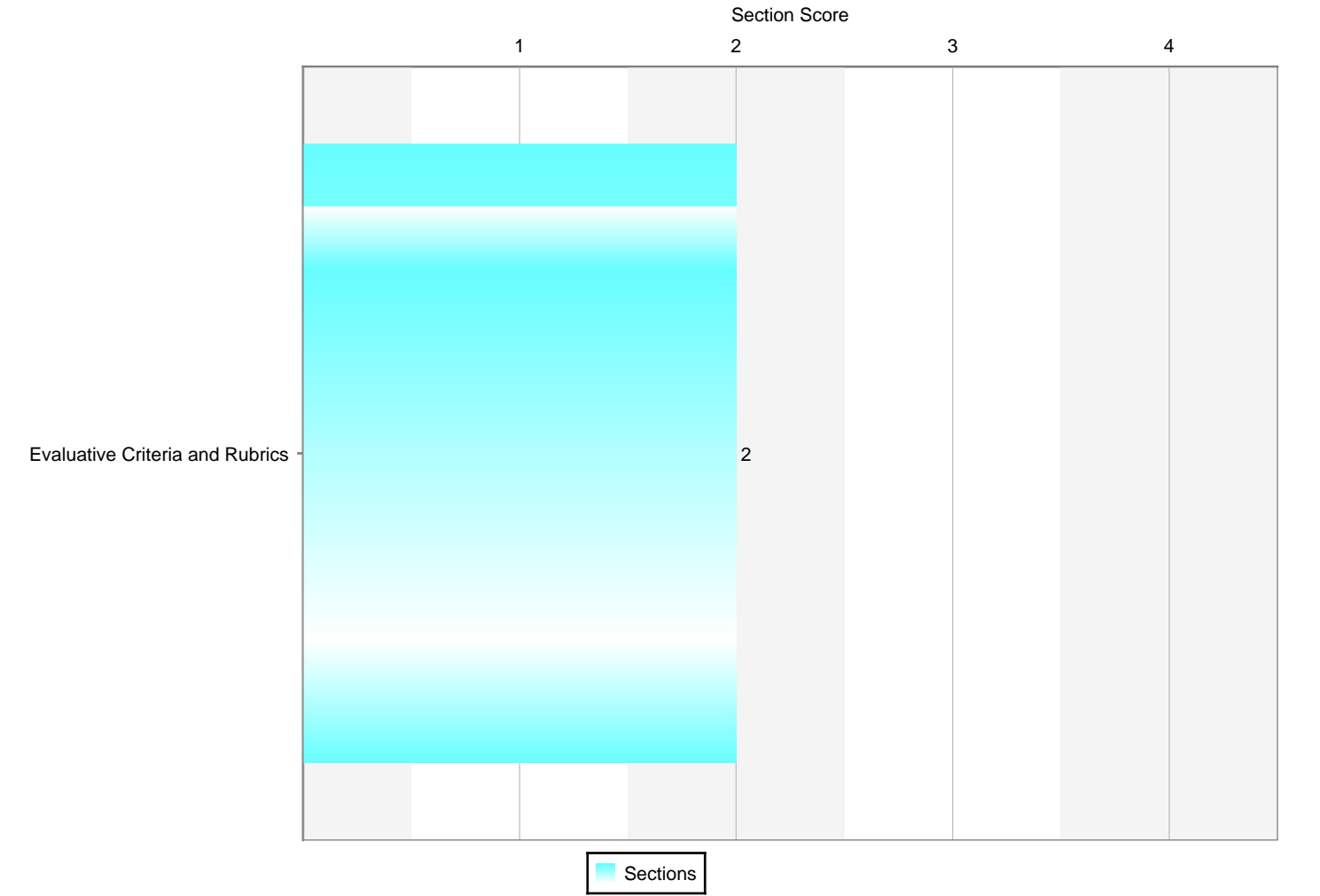
We are aware of the need to continuously improve stakeholder perceptions of our district. One of the ways we intend to accomplish that is by increased communication with all stakeholders. When stakeholders are informed about what is going on in our district, they are more inclined to view the system in a positive light. Currently, we do not have formal processes in place (other than the surveys) to receive feedback from stakeholders. We are working to establish a Community Advisory Board in addition to our School Advisory Councils to provide opportunities for more stakeholders to be involved in our district.

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

As stated in previous responses, data from other sources is minimal and not valid for true comparison purposes.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Holmes Subgroup data Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

We had 66% of our students score at the satisfactory level or above in the areas of Social Studies.

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

The state implemented new standards in 2014 and a new state assessment in 2015 so we have compared the data from 2015 to 2016. A positive trend in performance has been noted in the areas of Mathematics and Social Studies.

Which area(s) indicate the overall highest performance?

The overall highest performance was the area of Social Studies.

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

The Hispanic subgroup shows a trend towards increasing performance in the areas of ELA and Math.

Between which subgroups is the achievement gap closing?

The subgroup Economically Disadvantaged maintained 38 percent scoring satisfactory from 2015 to 2016. The Hispanic subgroup has increased achievement towards closing the gap between them and the Economically Disadvantaged subgroup.

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

The source of the data used by the district for all areas assessed is from assessments administered by the State of Florida.

Areas in Need of Improvement

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

English Language Arts, Mathematics and Science are below expected levels of performance.

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

Performance in English Language Arts and Science decreased from 2015 to 2016.

Which area(s) indicate the overall lowest performance?

Mathematics and Science are the two lowest areas of performance.

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

The Black subgroup and Students with Disabilities subgroup show a decline in performance from 2015 to 2016.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater between the Black and Economically Disadvantaged subgroups when compared to the other subgroups.

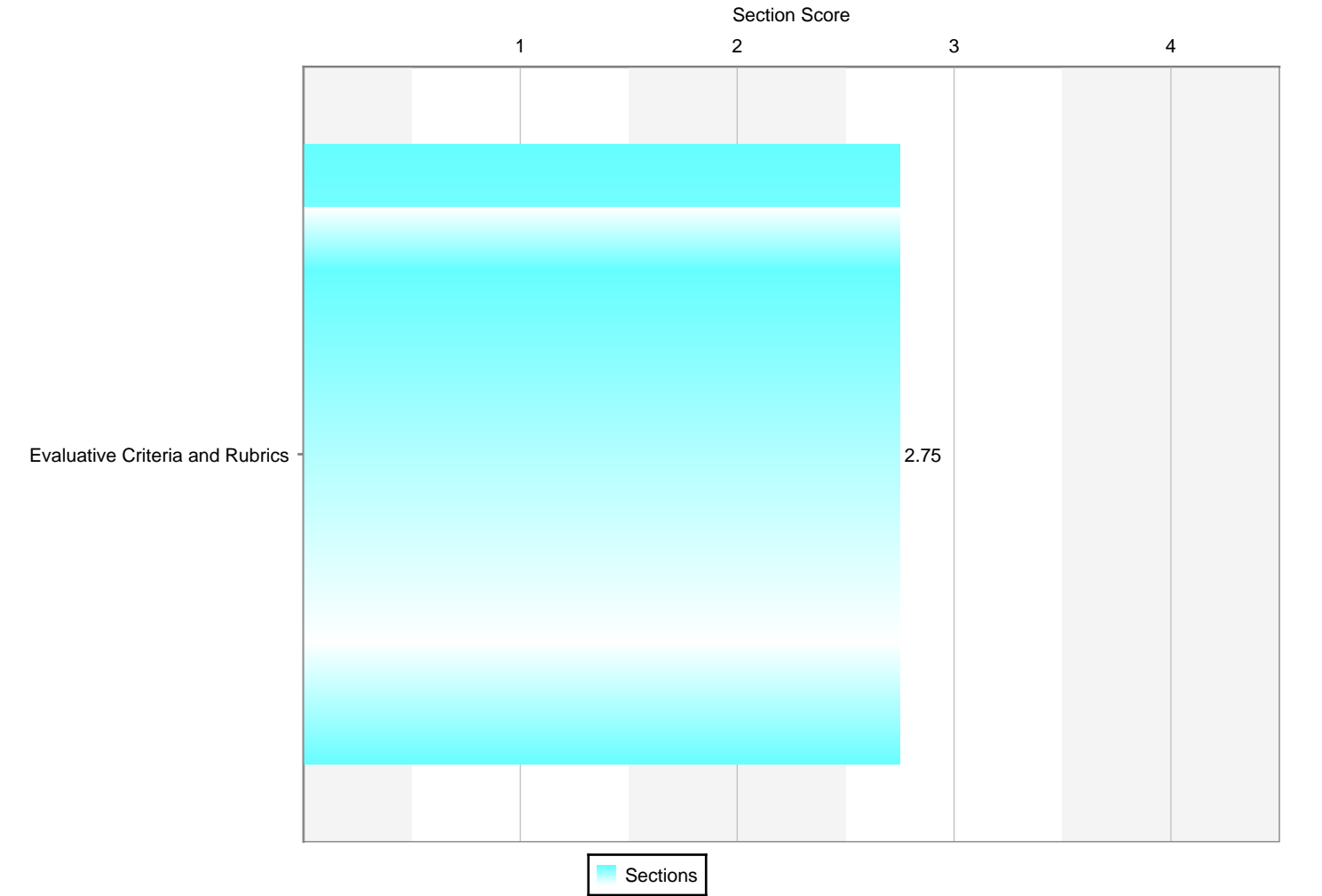
Which of the above reported findings are consistent with findings from other data sources?

<https://www.floridastudentsachieve.org/profiles/district/holmes/>

This profile data on the state website are consistent with the data the district and schools use to make decisions for the system.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

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

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

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

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

Plan for Accreditation Report

Overview

Plan Name

Plan for Accreditation Report

Plan Description

District Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The district will engage all stakeholders to review and revise the purpose and direction of the system.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Improve student achievement performance to be ranked number one in the state.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$6000

Goal 1: The district will engage all stakeholders to review and revise the purpose and direction of the system.

Measurable Objective 1:

collaborate to receive and use feedback and suggestions from all stakeholders to review and revise the purpose of the system. by 05/31/2017 as measured by The number of stakeholders that attend advisory meetings. .

Strategy 1:

Engaging all stakeholders - Create a district committee representative of all schools in the community.

Activity - Stakeholder meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule and conduct district stakeholder meetings to engage stakeholders in the district continuous improvement process. Schools: All Schools	Community Engagement	01/12/2017	05/31/2017	\$0	District Funding	District administrator

Goal 2: Improve student achievement performance to be ranked number one in the state.

Measurable Objective 1:

increase student growth to proficient or mastery levels in the areas of English Language Arts, Mathematics, Science and Social Studies by 06/02/2017 as measured by the increased percentage of students scoring at the proficient or mastery level for the 2017 .

Strategy 1:

Improve student achievement performance to be ranked number one in the state. - Implement regularly scheduled data meetings to formally analyze student performance and revise instructional plans to meet needs of all students.

Activity - Improve student achievement performance to be ranked number one in the state.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Accreditation Report

Holmes County School District

Analyzing data and planning instruction to meet students' needs Schools: All Schools	Professional Learning, Policy and Process, Tutoring, Parent Involvement, Direct Instruction, Academic Support Program, Career Preparation/Orientation, Community Engagement, Technology	01/12/2017	08/07/2017	\$6000	Title I Part A	Instructional administrator, Federal programs administrator
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder meeting	Schedule and conduct district stakeholder meetings to engage stakeholders in the district continuous improvement process.	Community Engagement	01/12/2017	05/31/2017	\$0	District administrator
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Improve student achievement performance to be ranked number one in the state.	Analyzing data and planning instruction to meet students' needs	Professional Learning, Policy and Process, Tutoring, Parent Involvement, Direct Instruction, Academic Support Program, Career Preparation/Orientation, Community Engagement, Technology	01/12/2017	08/07/2017	\$6000	Instructional administrator, Federal programs administrator
Total					\$6000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder meeting	Schedule and conduct district stakeholder meetings to engage stakeholders in the district continuous improvement process.	Community Engagement	01/12/2017	05/31/2017	\$0	District administrator
Improve student achievement performance to be ranked number one in the state.	Analyzing data and planning instruction to meet students' needs	Professional Learning, Policy and Process, Tutoring, Parent Involvement, Direct Instruction, Academic Support Program, Career Preparation/Orientation, Community Engagement, Technology	01/12/2017	08/07/2017	\$6000	Instructional administrator, Federal programs administrator
Total					\$6000	