Report of the Quality Assurance Review Team
for
P.K. Yonge Developmental Research School
1080 SW 11th Street
Gainesville, Florida, United States 32601

Dr. Lynda Hayes, Director

Review Dates: 04/12/2012 - 04/13/2012

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) are accreditation divisions of AdvancED.
Contents

About AdvancED and NCA CASI/SACS CASI  ......................................................... 3
Introduction to the Quality Assurance Review ....................................................... 4
Summary of Findings ................................................................................................. 5
  Commendations ..................................................................................................... 5
  Required Actions .................................................................................................. 7
  Next Steps ............................................................................................................. 8
Review of AdvancED Standards for Quality Schools .................................................. 10
  Standard 1: Vision and Purpose .......................................................................... 10
  Standard 2: Governance and Leadership ............................................................. 11
  Standard 3: Teaching and Learning ..................................................................... 12
  Standard 4: Documenting and Using Results ...................................................... 14
  Standard 5: Resource and Support Systems ......................................................... 15
  Standard 6: Stakeholder Communications and Relationships ............................ 16
  Standard 7: Commitment to Continuous Improvement ....................................... 18
Conclusion ............................................................................................................... 20
Appendix .................................................................................................................. 21
  Quality Assurance Review Team Members ......................................................... 21
  AdvancED Standards for Quality Schools ............................................................ 21
About AdvancED and NCA CASI/SACS CASI

**Background.** Founded in 1895, 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) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

**The Accreditation Process.** To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

1) **Meet the AdvancED Standards and Policies for Quality Schools.** Schools demonstrate adherence to the AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.

2) **Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

3) **Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's required actions. The school acts on the team's required actions and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.
Introduction to the Quality Assurance Review

**Purpose.** The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

**School Preparation.** To prepare for the Quality Assurance Review, the school community engages in an in-depth self-assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

**Summary of Team Activities.** The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

**The Quality Assurance Review Team Report.** Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and required actions for improvement.

**Using the Report - Responding to the Required Actions.** The school uses the report to guide its improvement efforts. The school is held accountable for addressing the required actions identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the required actions. At prescribed intervals, the school must submit a progress report detailing the actions and progress the school has made on the team's required actions. The report is reviewed at the state and national level to ensure the school is addressing the required actions.

**Accreditation Recommendation.** The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed by the AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.
Summary of Findings

A Quality Assurance Review Team representing the SACS CASI Florida State Office (SACS-CASI-FL), a division of AdvancED, visited the P.K. Yonge Developmental Research School in Gainesville, Florida, United States on 04/12/2012 - 04/13/2012.

During the visit, members of the Quality Assurance Review Team interviewed 4 members of the administrative team, 15 students, 7 parents, and 24 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and required actions.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

Commendation 1

Commendation Statement:

The P.K. Yonge faculty is to be commended for their dedication to their students. The faculty work long hours, embrace many responsibilities, participate in numerous meetings and professional development opportunities in an effort to maximize the opportunities for all students and meet the needs of a diverse student population. The faculty is caring and provides an environment that is conducive for student learning and student success. Interviews with students and parents indicate the faculty nurtures a family-like atmosphere whereby all stakeholders feel that P.K. Yonge is the best place to be.

Evidence:
Interviews with parents and students revealed the utmost respect for the faculty and the work they do to meet the needs of the students. Artifacts revealed the care the faculty exhibits through an excellent curriculum, detailed lesson plans and various opportunities for students to excel.

Rationale:
A dedicated faculty is invaluable in building strong programs and creating a solid environment for addressing the needs of the whole child.

Commendation 2

Commendation Statement:
P.K. Yonge is to be commended for the myriad of opportunities for students to express themselves academically, athletically, socially and creatively.

Evidence:
Artifacts reveal extensive opportunities for students to be successful. The school curriculum offers many opportunities for students to challenge themselves academically. The extensive fine arts program affords students ways to express themselves creatively. The sports program and the many extracurricular organizations offer students ways to excel on the playing field and develop social skills as well as providing leadership opportunities.

Rationale:
When addressing the whole child, a school extends learning beyond a classroom and provides experiences that guide the child throughout life.

Commendation 3

Commendation Statement:
P.K. Yonge is to be commended for their optimal use of human and financial resources to meet the unique needs of a developmental research school.

Evidence:
Interviews with faculty and support staff indicate a variety of resources P.K. Yonge has available to meet the needs of its students. Support from the University of Florida and from the School Advisory Council has provided many opportunities to build programs and increase the overall learning experience of the students.

Rationale:
Providing faculty and staff with support and necessary resources increases the effectiveness of overall school programs and student success.

Commendation 4

Commendation Statement:
P.K. Yonge is to be commended for the transitional support offered the students, such as the "Crossing the Creek" ceremony and maintaining continuity of guidance support during the first year of middle school.

Evidence:
Because P.K. Yonge is a K through 12 school, the faculty and staff have created outstanding transitional
experiences as the students pass from one level of their educational career to another. One of the most discussed transitional experiences during interviews with faculty, parents and students was "Crossing the Creek" when students move from elementary school to middle school in a ceremonial crossing of the creek on the campus property.

Rationale:
When students have quality support, they are more successful in experiencing transitions as a positive learning experience.

Commendation 5

Commendation Statement:
P.K. Yonge is to be commended for their leadership development opportunities. The new director met with each staff member to receive input on areas of school improvement. Faculty are encouraged to assume leadership roles normally reserved for district personnel. The director offers an "open-door" approach for staff to voice their suggestions in strengthening the school to perform at the highest level.

Evidence:
In interviews parents and faculty praised the new director for her efforts in soliciting input, listening to suggestions, providing leadership opportunities and creating an open-door policy for all stakeholders to have a voice in the overall programs at P.K. Yonge.

Rationale:
When the administrative staff is receptive to new ideas and approaches and provides leadership opportunities, the school profits from a collaborative effort that best serves the needs of its students.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

Required Action 1

Required Action:
Include a variety of the school's stakeholders, such as parents, students and community members, in the AdvancEd self-assessment process and decision making.

Evidence:
Interviews and artifacts indicated that no students and few parents and community members were part of the self assessment process.

Rationale:
When stakeholders are part of the self assessment, the school benefits from a shared vision and a meaningful
assessment of its programs.

**Required Action 2**

Required Action:
Increase the visibility of the vision statement in all campus buildings and in all school publications.

Evidence:
In observations made during the campus tour, exploring the school's website, conducting interviews and researching artifacts, the QAR team discovered a lack of displaying or incorporating the vision of the school.

Rationale:
When the vision is not visible, stakeholders lose the focus which drives the school and its programs.

**Required Action 3**

Required Action:
Evaluate the rigor of academic opportunities for secondary students to address the school's commitment to "enable students to be successful at every level of post-secondary education."

Evidence:
Interviews with parents and students indicated that both were desirous of challenging academic programs in the middle and upper school.

Rationale:
Strong and challenging academic programs assist the school in its desire for students to be successful at their next level after high school.

**Review of AdvancED Standards for Quality Schools:** The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

**Next Steps**

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Celebrating Accreditation
Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The SACS-CASI-FL accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary
The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.
Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the P.K. Yonge Developmental Research School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1: Vision and Purpose

**Standard:** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

P.K. Yonge's vision "Collaborating to meet the needs of each child" is the driving force of teacher expectations and is integral to the planning, developing and revising of all school programs. The school is fully committed to the development of the whole child by offering an extensive variety of opportunities academically, athletically, creatively and socially. Such activities as increasing advanced placement course offerings, promoting rigor in the classroom, incorporating project-based and authentic learning experiences in various disciplines, offering various courses in the fine arts and providing athletic participation in numerous sports support the school's commitment to its vision.

The school's stakeholders demonstrate their support of the vision statement through their donation of time and finances. Parents volunteer hundreds of hours to the school through fundraising activities and assistance to school programs. The School Advisory Council (SAC) has donated funds to purchase computers, to provide professional development opportunities for faculty and staff and to enhance school programs.

The school's vision is integral to professional development programs. Faculty are expected to provide a rigorous educational experience for the students and to engage in their own learning activities to reach this expectation. Learning communities and grade level teams facilitate the collaboration necessary to strengthen instruction and academic opportunities. Faculty participate in various professional development opportunities, such as Kagan training, Collins writing strategies training, training in data analysis and Common Core Standards workshops in a conscientious effort to provide the ultimate learning experience for all students and meet the needs of the diverse student population.

Through the school's partnership with the University of Florida, multiple resources are available from the School of Education as well as other University offices to support the school's vision. The school is desirous of seeking partnerships with other secondary schools, post-secondary institutions, businesses and other organizations in developing additional opportunities to meet the needs of the students. The purpose is to foster student success at the next level through authentic tasks and real world experiences.

Through various interviews, the QAR team noted that students, parents and most faculty were unaware of the school's vision statement. Through the campus tour and visits to classrooms, the media center, other school buildings and offices and the school's website, the QAR team members observed no display of the vision statement. The vision statement did not appear in the student handbook or in the parent handbook.
The mission and beliefs statements appeared in the parent handbook, in one classroom and in the media center. Interviews with students and parents indicated limited participation in the self-assessment process. In the parent interview a SAC member stated that the SAC members received a completed self-assessment document for review during a regularly scheduled SAC meeting.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The school's vision is integral to the school's programs and student learning.
- The school's faculty is committed to collaboration in an effort to meet the needs of the diverse student population.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Increase the visibility of the vision statement in classrooms, campus buildings and all school publications.
- Develop a comprehensive monitoring process through which the school's vision is reviewed/revised to reflect student needs.
- Include a variety of the school's stakeholders, such as parents, students and community members, in the monitoring process to promote shared beliefs and core values as they apply to student needs.

**Finding:** P.K. Yonge Developmental Research School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

**Standard 2: Governance and Leadership**

**Standard:** The school provides governance and leadership that promote student performance and school effectiveness.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

The governance and leadership structure at P. K. Yonge is a combination of a School Advisory Committee (SAC) and a director and administrative team at the school. The SAC and the school-level administrative team respect each others' area of responsibility to provide mutual support to insure that the P. K. Yonge vision and improvement efforts are known and supported by stakeholders. There was evidence that the members of the SAC were willing to support system-wide, research-based initiatives determined to be needed and appropriate to enhance student performance. The SAC is also receptive to modification of existing policy when those modifications would provide support for improved student performance.

Policies and procedures are in place to provide for the effective operation of the school. Evidence from documents and interviews indicates that the director of the school has established a leadership style that is moving the school forward in meeting the needs of all students. Students and parents reported during interviews that administrators, teachers and support personnel are committed to helping students succeed. Parents and students also reported through interviews that teachers and administrators are easily accessible and respond promptly to parent communication.

Teachers reported during interviews that they have a voice in school governance. Teachers are actively involved on the SAC, K-12 Leadership Council, K-12 Team and division leaders and department chairman
positions. The committees meet weekly or with the director and administrative team to address the instructional needs of the school. Parents are actively involved in meaningful leadership roles through the structure of the SAC and other parent organizations. The school has a "family" atmosphere which fosters a deep involvement and ownership of the school. Parents, faculty, staff and alumni work collaboratively to proactively respond to the needs of all students.

Instructional staff members compensate for limited personnel through a high degree of focused coordination and responses to identified needs of the school. There was evidence of an established way of work for teachers and support staff to fulfill tasks normally allocated to district staff members. Evidence exists that substantial and ongoing support for the profession development program has helped a number of teachers achieve a variety of instructional strategies and processes that positively impact student achievement. Time is allocated during the school year and the summer to allow for professional development activities. P. K. Yonge K-5 teachers observe a "Wacky Wednesday" each week that allows students to be dismissed early and staff to work together on planned professional development. The school has adopted an evaluation system that has been approved by the State that effectively identifies the strengths and weaknesses of the instructional staff.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The director and administrative team maintain an open communication policy that affords stakeholders ready access to timely responses to support educational programs to insure student success.
- A family atmosphere has been created at P. K. Yonge that has fostered a climate of student pride and success.
- Many leadership opportunities have been provided for P. K. Yonge staff members to allow for professional growth and shared leadership.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Provide a structured process to review AdvancEd standards on an annual basis to determine compliance and for completion of the Self Assessment prior to the next Quality Assistance Review visit.

**Finding:** P.K. Yonge Developmental Research School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

**Standard 3: Teaching and Learning**

**Standard:** The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

P.K. Yonge provides a unique educational opportunity for all of its students. The school has made tremendous strides in its quest to incorporate new teaching strategies into its curriculum. The infusion of the Kagan cooperative learning strategies, Essential Literacy Standards, and the Assessments for Learning strategies are just a few of the initiatives that have supported the shift in teaching practices at P.K. Yonge.
The school has developed and implemented curriculum that is based on clearly defined expectations for student learning. The learning targets are posted in every classroom and are written in child-friendly language. There are many opportunities for students who are in search of advancement opportunities. The high school students may choose honors, dual enrollment, advanced placement and virtual school courses for a more challenging course load. Middle school students may choose advanced courses or Algebra 1 Honors in eighth grade. The teacher expectations are set at high standards, and students recognize the value of their hard work.

P.K. Yonge students strive to perform and experience academic success. Although the school does not function as a traditional school, there was evidence the students are enthusiastically engaged in learning. It was also evident through teacher interviews that teachers are proud members of a family, willing to collaboratively assist each other in a continuous process of instructional improvement. The students and teachers have indicated a high level of interaction and a closeness that promotes student success.

The presence of differentiated instruction was evident through the learning centers in the elementary classrooms. The students were engaged in independent reading, small groups led by teachers or instructional aides, technology centers and writing activities. The implementation of the co-teaching model has proven an effective way to meet all students' needs while maintaining a high level of energy, enthusiasm and engagement. Secondary students who achieved low marks are identified and required to attend extra help sessions after school. The Zeros Aren't Permitted (ZAP) initiative, a program that requires students to make up zeroes, shows the teachers' commitment to ensuring the academic success of all students. Students are tracked and monitored regularly, and parent contact is made when students are unsuccessful.

There is an imbalance in the initiatives provided to meet the needs of low performing students and those provided for the higher performing students, especially in the middle school. Students who seek advanced educational opportunities must take the initiative to advance themselves. There appear to be very few challenging courses offered for middle school students beyond language arts and the Algebra I Honors course.

Performance data are discussed in various ways through the Student Success Teams. Teacher and student interviews, however, indicate that while data conversations exist among faculty and staff, limited conversations exist between faculty and students.

Strengths - The team noted the following successful practices deserving of recognition:

- The school is successful in meeting the needs of their lowest performing students.
- The school demonstrates consistent and student-friendly use of learning targets.
- The school uses assessment data to drive professional development and the construction of curriculum.
- The school provides an abundance of opportunities for students to express themselves creatively, athletically, academically through clubs and field trips.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Implement opportunities for teachers to share data with students and to teach students how to use data to assess their own learning.
- Evaluate the the rigor of curriculum, especially in the middle school, to determine if it meets the needs of advanced or higher performing students.
Finding: P.K. Yonge Developmental Research School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 4: Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school has a comprehensive assessment system in place that has been developed with teacher collaboration for all subject areas and has been aligned to the school's written learning expectations. Leadership is cognizant of trend data in comparison to other schools in the district and state averages and readily shares this information on the school's website and in the school's annual report with stakeholders such as the University of Florida's College of Education, parents and the community.

Student achievement data and organizational effectiveness data are used for the school's self-defined continuous improvement purpose and are analyzed over time. Assessment information is communicated and discussed with faculty, staff and parents. During interviews faculty and students noted that the assessment results were not discussed individually with the students. Teachers also use the Florida Comprehensive State Test (FCAT), Florida Assessment for Instruction in Reading (FAIR), Curriculum Based Measurement (CBM) and End Of Course Exams (EOC) to analyze student achievement and progress. Growth in student performance is evident in many of the state tested subjects. In an interview faculty noted that data and data analysis are readily available to them through meetings several times a month.

The school made significant improvements to the school-wide data systems, systems for analyzing student achievement data, and surveying tools and development of assessments. Through the addition of Skyward, parents, students and faculty have greater access to assessments and grades, and communication has improved with this system. Through interviews and the examination of artifacts, abundant evidence exists that the teachers are well versed in the ability to analyze and interpret multiple types of data and make comparisons across the group.

Departments share formative and summative tests to better assess student progress and provide consistent high expectations for student learning. Data for analysis of instructional effectiveness are gathered using multiple systems and are disseminated to stakeholders in a school-wide data review and monthly individual review. In interviews students and faculty expressed that little conversation takes place regarding data and student success with the individual students.

The school's achievement results showed improvement in two of the last three years in all four core courses. The results also showed that the school has maintained or improved school achievement in half of the grade levels. Data reflect growth in student performance by the subgroups in the school.

Student artwork was quite visible in various areas of the campus. Increased visibility of student work in other areas would promote the talent and success of the student body.

Strengths - The team noted the following successful practices deserving of recognition:
Faculty is very knowledgeable of the students needs through many different committee meetings like SST, data, faculty, division, RtI and team meetings.

Faculty look at the data to develop their professional development plans, curriculum development and scheduling.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Establish a time to review with students the results of formative and summative assessments to help establish a goal for not only the tier 2 and 3 students but also the higher performing students.
- Increase the visibility of student work to reflect all areas of performance and to promote additional student success.

Finding: P.K. Yonge Developmental Research School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 5: Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

P.K. Yonge has the resources and services necessary to support its vision and purpose and to ensure achievement for all students. Of its 82 faculty members, 74% hold advanced degrees, 72% have more than five years of teaching experience and 15% are National Board Certified. Classroom visits reveal teachers are competent in their content area and/or grade level. P.K. Yonge is staffed to meet FLDOE class size reduction staffing requirements, and teaching strategies are innovative and engaging. The informal and formal observation strategies embedded in the new teacher evaluation model afford school leaders the opportunity to monitor instructional expertise. Interviews and artifacts provide evidence of new teacher induction and mentoring programs. Weekly grade level, department and general faculty meetings support professional learning groups that encourage collaborative reflection, investigation and inquiry about teaching practices.

Stakeholder interviews and financial documentation indicate student achievement drives the use of financial resources. Substantial support for the fine arts programs is apparent. Although wish lists included more computers, a language lab, more parking and a new middle/high school building (like the elementary), in interviews stakeholders clearly expressed their instructional supplies and materials are more than sufficient. In interviews representatives from each stakeholder group articulated a need for additional resources and facilities for athletic programs. School funds are spent in accordance with regulations, as is evident by annual budgets and financial audits.

Evidence of facilities maintenance and long-range facilities plans, as is evident by the innovative nature of the new elementary building, were presented in various school artifacts. Stakeholders are clearly able to articulate a vision for facility use, needs and expansion.

In interviews stakeholders expressed that the school environment is safe. A crisis management plan and
strategies exist. Situation evidence included students' reference to lock down procedures and the presence of an approachable resource officer on campus. Faculty also communicated the existence of an annual safety plan review and regular safety drills.

There is evidence of academic and socio-emotional support for students. Response to Intervention (RtI) appears to be seamlessly embedded into instructional practices. Flexible grouping allows elementary teachers to differentiate instruction to meet specific learning needs of students. Both voluntary and mandatory tutoring is available to students. In an interview upper school students expressed a need for stronger socio-emotional support.

Strengths - The team noted the following successful practices deserving of recognition:
- The new elementary wing is very innovative and reflects planning that extends learning outside of the traditional elementary classroom.
- Transition experiences from elementary to middle school (e.g., Crossing the Creek Ceremony and extension of students' time with their elementary counselor) nurture the socio-emotional needs of students and facilitate successful adjustment to secondary education.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:
- Engage stakeholders in dialogue to determine any disconnect between students' perceptions of the socio-emotional support available to them during middle/high grade levels and school personnel perceptions regarding the support that is provided.

Finding: P.K. Yonge Developmental Research School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 6: Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

There is evidence that the school fosters effective communications with and among its stakeholders. P.K. Yonge has a very involved School Advisory Committee (SAC) with members who serve on various school committees and volunteer for school activities, programs and procedures. As an organizational unit, the SAC provides input into school decisions and goals. There is a Parent Faculty Organization (PFO) that is also involved in the decision-making processes and offers feedback regarding school activities, programs and procedures. The University of Florida, serving as the LEA, supports the progressive instructional environment by providing access to instructional staff, the university library, dual enrollment opportunities and financial oversight.

School leadership solicits the knowledge and skills of stakeholders to enhance the work of the school. This is evident via the feedback in interviews from instructional staff describing collaborative opportunities, such as various committee meetings, weekly meetings and monthly meetings. Faculty have numerous opportunities to share governance of the school. These opportunities include, but are not limited to, the following:
High expectations for student learning and goals for improvement are communicated to all stakeholders and evidenced through interviews with parents, students and faculty. Many school staff wear multiple hats and work long hours to support the learning community (e.g., data review meetings, professional development, tutoring, coaching, mentoring, school-wide committee service, etc.). Curriculum Based Measurements (CBMs) are conducted three times a year, and data from these assessments is shared with parents (e.g. the initial mandatory conference and conferences throughout the year for elementary students, as needed). Parents use Skyward to monitor student performance and engage in dialogue with faculty in ways that enhance the performance of their student.

Multiple stakeholders view Skyward as a useful tool for communication. In an interview, parents expressed their appreciation for having the ability to review the academic progress of their student(s) online and to communicate electronically with teachers and administrators when appropriate.

Parents and students in interviews expressed a need for increased involvement in self-assessment and other areas of decision making. In reviewing the school's website and other publications, QAR team members noted that the School Improvement Plan was not included as well as the school's vision statement.

Strengths - The team noted the following successful practices deserving of recognition:

- All stakeholders appear to have multiple opportunities for meaningful input into the operations of the school.
- All stakeholder groups communicated feeling a sense of community and family regarding their relationship with the P.K. Yonge learning community.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Increase dialogue with stakeholders regarding input in key site reports such as the School Improvement Plan, budget plans, QAR Self-Assessment Report, budget reports and Crisis Intervention Plans. In addition, these reports should be easily accessible on the school's website.

Finding: P.K. Yonge Developmental Research School has earned the overall assessment level of "Operational" and has met this standard for accreditation.
Standard 7: Commitment to Continuous Improvement

**Standard:** The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

P. K. Yonge is involved in a systemic process of continuous improvement. The school presented extensive evidence in addressing the five recommendations from the visiting team's report in 2007. This evidence demonstrated the school's commitment to not only the accreditation process but also the students it serves. In addition, the school has a current School Improvement Plan that meets appropriate State statutes and rules, including specific performance goals for identified subgroups and maintaining the performance levels of students on grade level. Monitoring of the implementation of the School Improvement Plan is shared by the director, School Advisory Council (SAC) and school administrative staff.

Student data are collected and analyzed by school staff to determine program effectiveness and next steps. The school continues to review and revise its programs to provide the ultimate learning experiences for its students. Increased numbers of advanced placement courses, inclusion of a robotics club, collaboration through grade level and department meetings, the development of the curriculum council and the changes made to the elementary instructional programs are evidence of the improvements made as a result of this process.

The school has a dynamic SAC team which is actively involved in all areas of the school and serves as the governing body of the school. The SAC is provided information for improvement through surveys, student data and perceived needs. The SAC acts as a forum for faculty and parents to present and address concerns. For instance, the SAC team provided funding for additional computers as a result of a need presented through surveys.

Teachers have a professional development plan that reflects professional development needs that support the school improvement plan. The professional development plan has been developed to address improved student performance. School staff members have identified additional areas for improvement and continue to develop and implement a plan of action to address those areas of need. Professional Learning Communities (PLC) are active in the school, and many opportunities exist for instructional staff members to reflect on student performance to achieve maximum achievement.

Interviews with parents and students indicate a need to increase involvement in the continuous improvement process. This involvement would net the school a wider perspective of the strengths and challenges of the school.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The school has an effective school improvement process with active participation from the SAC team members.
- There is a strong school-wide commitment to make decisions based on data.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Evaluate the cost benefit of existing initiatives in the operation of the school to enhance those that
generate the greatest levels of student performance.

- Align school-based improvement initiatives to insure the process of continuous improvement becomes imbedded as a unified, systemic part of the ongoing operation of P. K. Yonge.
- Offer professional development opportunities in effective classroom management strategies to assist with the implementation of instructional strategies with the lowest performing quartile of students.

Finding: P.K. Yonge Developmental Research School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.
Conclusion

The commendations and required actions in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the School Administration, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through SACS-CASI-FL accreditation with AdvancED.
Appendix

Quality Assurance Review Team Members

- Ms. Deborah A. Hodge, Chair/Lead Evaluator (Dixie County High School)
- Mr. Rex Mitchell, Team Member (Hamilton County School District)
- Dr. Patricia C. Hodge, Team Member (Florida A&M University Developmental Research School)
- Dr. Sylvia Jackson, Team Member (Gadsden County School District)
- Ms. Deborah Fish, Team Member (Green Cove Springs Junior High School)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose
The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership
The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning
The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results
The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems
The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships
The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement
The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.