



Accreditation Progress Report

Clay County School District

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1.0 About AdvancED and NCA CASI/SACS CASI

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

The Accreditation Process.

To earn and maintain accreditation, district/systems must:

1. Meet the AdvancED Standards for Quality School Systems.

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

2. Engage in continuous improvement.

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

3. Demonstrate quality assurance through internal and external review.

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

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

2.0 Introduction to the Accreditation Progress Report

Purpose

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

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

Structure of the Report

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

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

Conclusion

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

3.0. Summary

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

Since the visit by the QAR team, Clay County Schools has maintained its designation as a High Performing School District by the Florida Department of Education. The district has developed partnerships with area colleges and universities to recruit a diverse teaching staff. The district has also expanded its recruiting efforts throughout the nation sending teams of staff members to predominantly minority colleges and universities. In 2010-2011 minority new hires accounted for 13.7% of the district's teaching and administrative staff. Since the QAR visit the percentage of minority hires has increased to 14.5%.

As required by Race to the Top, the district has acquired a Local Instructional Improvement System (LIIS) consisting of a highly sophisticated student information system, assessment and data system, and learning management system. Each part of the LIIS works in unison via a single sign-on that allows for easy access to real-time student data, online content and expanded professional development opportunities. The district has also opened its 41st school, Clay Virtual Academy, (CVA) that provides full and part-time courses for all students. CVA has allowed students additional opportunities to receive course remediation, acceleration and credit recovery in a highly engaging instructional environment. The district has sought and received waivers from the FLDOE that have allowed us to make revisions to our K-12 Reading Plan permitting FCAT Level 2 students to participate in Career and Technical Academies with content area reading support. This has allowed the district to focus more intently on meeting the needs of students who have traditionally performed in the "middle" on state assessments. Lesson Study has become the district's main delivery model for professional development allowing for greater collaboration and planning across content areas and grade levels. An electronic system for classroom walk-throughs based upon Robert Marzano's book, *The Art and Science of Effective Supervision*, has provided a standardized approach to improving classroom instruction and overall school improvement.

The QAR visit helped to define a new direction for Clay County Schools. During the visit a QAR team member asked the question, "are you a school system or a system of schools"? The school and district staff pondered this question at great length and was humbled at the realization that we were in fact a system of schools in need of standardizing our policies and practices. District leadership made this task a priority and as a result, the district has revised many of its practices including a system for monitoring adherence to the newly standardized procedures primarily in regards to technology and school improvement. It is our belief that over the past several years, we have truly become a school system rather than a system of schools.

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

The majority of the challenges that lie ahead come as the result of new legislation regarding school choice and digital content. Legislation that allows high performing students in grades 4 and 5 to take accelerated virtual middle school courses and the new online course graduation requirement, are two examples of such legislation. Ensuring access to technology, teacher certification and scheduling will need to be addressed. The opening of the Clay Virtual Academy will help the district to meet many of these requirements. The move to digital textbooks and resources will bring additional challenges as the district seeks options to acquire student devices with little to no funding. District committees have been established to develop a plan to meet legislative requirements. Grant funds such as Race to the Top as well as the I3 Grant and other technology grants have been received and the district will continue to actively seek out other funding options.

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

The responses provided in the progress reports for each required action describe the insights and actions gleaned from our accreditation activities. The district has made great strides to improve in each of the four areas identified in the QAR report. Changes to systems and the addition of several new programs and technologies have assisted the district in the enhancement of our programs, practices and services. School improvement has become a more meaningful and standardized process. Feedback from school stakeholders will help the district to continue to revise the school improvement process to ensure maximum quality is achieved across all areas of the school district as measured by the degree to which our mission to prepare all students for college and/or the workforce is achieved.

DRAFT

Clay County School District hosted a Quality Assurance Review team on 10/04/2009 - 10/07/2009. Through interviews with district/system stakeholders, classroom observations, and a review of district/system documents and student performance results, the team developed a Quality Assurance Review (QAR) report detailing its findings from the visit. The full report can be viewed at www.advanc-ed.org.

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

4.0. Required Action 1

Source: QAR

Date: 2009-10-31

Required Action:

Create new opportunities to support the necessary growth and maintenance of technology resources.

Evidence:

While a wide array of resources is available in the areas of software as well as hardware, new funding sources are a continuous and dynamic area of need.

Rationale:

Ensuring equal access to instructional technology across the district provides seamless opportunities for all students to meet the district's vision for the future. This includes the expectation of appropriate professional learning opportunities ensuring widespread implementation.

4.1. District/System Response

Progress Status: In Progress

Response: Clay County continues to fully integrate technology into the curriculum, provide resources to stakeholders, and develop additional funding sources. Since the District Accreditation report, Clay County has hired a new Director of Information Services, restructured the Information Services Department, and was awarded a \$1,825,820 Race to the Top grant and a \$137,000 Race to the Top Local Instructional Improvement System (LIIS) grant. Using grant funds, the district conducted an extensive study of instructional improvement systems (LIIS) and hired a consulting firm, Center for Educational Leadership (CELT), to assist the district in its acquisition of the LIIS to include a student information system, learning management system and an assessment and data management system. Having purchased the needed components of our LIIS, the district has fully implemented each component with the exception of the student information system (Focus), which is being phased in during the 2011-2012 school year with full implementation in 2012 – 2013.

Focus is a modern Student Information System that allows for the following features:

- Robust and easy to use reporting features
- Web based application (no need to setup special programs or printers)
- The ability to modify tabs and the look of the application
- Workflow triggers
- Quick editing and mass assigning
- Improved and simplified scheduling components
- The ability to include modern form components such as spell check
- Improved communication with faculty, staff, students and parents
- Relational database
- The ability to maintain records associated with student fees
- The ability to link to external applications
- Ability for us to develop online forms easily
- Truly integrated online grade book program
- Flexible and powerful parent and student portal
- Online student course requests that can plug directly into scheduling
- PHP language allows for flexibility in future development
- Many more features and enhancements

Focus Implementation to date:

- Data has been imported for (one year):
 - o General Student Data
 - o Student Addresses
 - o Student Immunizations
 - o Student ESE
 - o Staff

- o Student Attendance
- o Course History
- o Master Schedules
- o Student Schedules
- o Federal State Files
- o ELL Files
- Basic Setup Information for each Clay County School has been loaded and updated for School Year 2011/2012
- Calendar Built for School Year 2011/2012
- Marking Periods Built / Periods – (Bells) Built
- Grade Levels Entered
- Various data fields have been customized and repositioned for School District of Clay County use
- All faculty and staff in the district have user ID's that are synced with Active Directory for passwords
- Enrollment/Withdrawal Codes have been added
- Courses have been loaded (courses only, no schedules)
- Grading Scales & Comments have been added
- Graduation Requirements have been added
- Attendance Codes have been added
- The Draft of a Discipline Referral Form has been created
- Grade book has been setup and ready for teacher customization

Implementation of the LIIS information system has included a comprehensive plan for ongoing professional development. Our learning management system has been used to provide professional development courses that are self-paced for teachers followed by face-to-face sessions, offering a blended approach to better meet the needs of our teachers and school administrators.

In addition to RTTT, the district has received a \$206,871 STEM science grant and a \$2,295,000 Department of Defense Educational STEM grant for improving the academic

performance of students in science, math and technology at eleven (11) elementary schools who qualified due to their high number of military families. In addition, the district has received a \$200,000 Ford PAS Next Generation Learning grant that has provided for expansion of college and career readiness opportunities through our Career and Technical Education programs. The Ford PAS grant has provided an avenue for improved collaboration among the school and business community. A \$178,000 EDU 2011 grant was awarded and has allowed us to expand wireless service to our district's most rural schools where broadband service is not available. The District has also applied for \$1,437,694 from the Innovations in Education grant.

In 2010, the district established a Technology Steering Committee and a Project Review Committee. These committees established a Leveraging Technology pilot project at two schools allowing students to bring their own electronic devices for use in the classroom. A Digital Equity Initiative was also developed that provides devices for students who are unable to afford their own.

At the beginning of the current school year, Clay County opened its 41st school, Clay Virtual Academy. CVA offers K-12 full and part-time instruction utilizing digital content. Response to this opportunity for virtual learning has been overwhelmingly positive as evidenced by student enrollment.

Clay County has made great strides in its efforts to expand technology resources and technology access to all of its 41 schools. With the increasing FLDOE requirements for computer-based testing, new labs have been added at all secondary schools and labs for elementary schools have been added where needed. The installation of enhanced classroom hardware and software has been completed at all elementary classrooms and in most all secondary classes for reading and language arts. The final phase of enhanced classrooms will be completed by the end of the school year to include secondary mathematics and science classrooms. All initiatives have been supported with ongoing professional development including workshops and side-by-side coaching.

4.2. Reviewer Response

Progress Response:

**Comments for
Institution:**

5.0. Required Action 2

Source: QAR

Date: 2009-10-31

Required Action:

Pursue all available recruiting avenues to ensure a diverse teaching and administrative staff.

Evidence:

While the global access of the online application system certainly places applicants from around the world at the doorstep of Clay County, the absence of diversity among the certified staff members was noted by the Quality Assurance Review Team (QART). There does not appear to be a plan in place to recruit and hire minority candidates to better complement the certified staff in the district.

Rationale:

Opportunities for students to relate to diverse role models are essential.

5.1. District/System Response

Progress Status: Completed

Response: The School Board's recruitment plan is based upon its commitment to recruit, hire and retain qualified applicants, including qualified minority applicants. In this regard, the School Board formed a Task Force. The Task Force met and ideas were exchanged. As a result of the Task Force meetings, a recruitment fair was held on May 15, 2010. Although qualified applicants of all races were welcome to attend this recruitment fair, the School Board partnered with the community members on the Task Force to focus its marketing of the fair to target qualified minority applicants. The School Board has continued this and held its second recruitment fair on May 21, 2011, again focusing its marketing on qualified minority applicants. The fair was advertised by distributing a flyer via email to all Florida Fund for Minority Educator faculty contacts in Florida and emailing each Florida Fund for Minority Educator graduating senior. The Task Force has continued to meet, holding its last meeting on April 28, 2011, in advance of the May 21 recruitment fair. Part of the School Board's efforts include enlisting African-American community members of the Task Force to communicate to members of their local churches and communities concerning the recruitment fair and the availability of positions within the School District. As additional recruitment tools, the School Board is networking with the Teachers – Teachers National Recruitment website, Troops to Teachers, and the Florida Department of Education to reach qualified minority applicants. The School Board has aggressively pursued qualified African-American applicants through its attendance at job fairs hosted by, and/or in conjunction with, HBCUs. In this regard representatives of the Clay County School Board have participated in recruitment fairs at the following locations:

Albany State University – Albany, GA

Nashville Consortium – Franklin, TN

Alabama A & M – Normal, AL

Alabama State University – Montgomery, AL

Florida Fund for Minority Teachers – Orlando, FL

Florida Memorial – Miami Gardens, FL

South Carolina State University – Orangeburg, SC

Tuskegee University – Tuskegee, AL

Jackson State University – Jackson, MS

Xavier, Dillard, Univ. of New Orleans, Southern Univ. of New Orleans – New Orleans, LA

University of Florida – Gainesville, FL

Grambling State – Grambling, LA

University of North Florida – Jacksonville, FL

Florida A & M University – Tallahassee, FL

Bethune-Cookman University – Daytona Beach, FL

Edward Waters College – Jacksonville, FL

Great Florida Teach-In – Lakeland, FL

When attending these fairs, the School Board representatives personally make contact with placement representatives at the various HBCUs to exchange information, discuss available positions within the School District and to discuss continuing their communications after the fair. During its visits to each of these recruitment fairs, the School Board representatives provide a copy of a DVD entitled "Take a Closer Look", detailing the possibilities of teaching in Clay County, Florida. This DVD is available to you upon request.

5.2. Reviewer Response

Progress Response:

**Comments for
Institution:**

6.0. Required Action 3

Source: QAR

Date: 2009-10-31

Required Action:

Focus instructional activities and strategies on meeting the needs of ALL students.

Evidence:

Evidence exists of programming to support the remediation needs of the at-risk population, as well as the

accelerated needs of the more academically talented population.

Rationale:

It is vital to also include programming designed to avoid complacency with children in the “middle.”

6.1. District/System Response

Progress Status: Completed

Response: Through the expansion of digital content and the district’s learning management system all students now have numerous opportunities for remediation and acceleration. Professional development has focused intensely on differentiated instruction. Effective and ongoing use of performance data available through a variety of sources including Performance Matters is available to help teachers identify the specific strengths and weaknesses of all students. As part of our new teacher evaluation system all instructional personnel are expected to demonstrate the following:

Data-Driven Instruction:

- Teacher organizes students into ad hoc groups for the lesson
- Teacher meets with small groups of students based upon need
- Teacher shows plan for small group and individual student conferences
- Teacher has established routines for student grouping
- Can identify lower quartile students and their specific needs
- Teacher maintains a data notebook
- Can identify learning needs of all students
- Teacher utilizes Performance Matters data reports to record and monitor student progress

These practices are monitored using the electronic walk-through devise and feedback and support is provided to each teacher following each classroom visit. Teachers are provided professional development opportunities to enhance their skill and practices in the use of data-driven instruction and differentiation through PD 360, Lesson Study and Professional Learning Communities.

Compass Learning, a computer-based learning system is now available at all school sites allowing for additional learning opportunities for all students. Compass is used to target students in need of remediation as well as students in the “middle” who may also need additional instruction or opportunities to master higher level skills. Each student takes an initial assessment to determine his or her level of performance by content area and

course/grade level standards. Compass creates for each student a learning path and Compass Backpack where the student's individual strengths and weakness are identified by looking at the data from their test results. The work on Compass could be done in a computer lab on site or at home.

The opening of the district's 41st school in August 2011 opened the door to additional learning experiences in an engaging and supportive virtual environment. Clay Virtual Academy (CVA) offers full and part-time courses for students in grades K-12. Over 300 students in grades 4 and 5 are enrolled in advanced courses in English, Mathematics, Science and Social Studies available through CVA. Secondary students in particular have embraced the flexible scheduling and opportunities to participate in a blended-learning model that allows them to gain additional high school credits, recover course credits and/or enroll in advanced courses. Enrollment in CVA continues to grow as parents and students discover the benefits and enjoyment of online learning where students and teachers gather as a learning community via distance learning technology.

Recently the district began an initiative to target secondary students scoring at Level 2 in FCAT Reading for participation in our Career and Technical Education academies. State requirements for Intensive Reading had previously prohibited these students from enrolling in an Academy. It is our belief that if we are going to prepare students to enter college and/or the work force, these students who typically fall in that "middle" range, would need expanded opportunities to pursue and develop interest and skills in a field of their choice. Furthermore, research indicates that students not meeting academic expectations in the area of reading are more likely to become engaged in reading when the content is interest driven and includes practical application. To ensure the learning needs of these students would be met in career courses, CTE teachers and other core and non-core course instructors participated in several days of training in the FLDOE required Next Generation Content Area Reading Professional Development (NG-CARPD). To provide ongoing support for the teachers and students, a reading coach was assigned to each secondary school to provide side-by-side coaching and model lessons on the integration of reading strategies into their course content.

The School Improvement Plan has also been revised to include a needs assessment, action plan and strategies specific to each FCAT achievement level in reading and mathematics. The School Improvement Plan has a specific section for Levels 1 and 2, Level 3, and Levels 4 and 5. This ensures that all schools have analyzed their data by achievement level and has a detailed plan for ensuring that the needs of all students are being met.

6.2. Reviewer Response

Progress Response:

**Comments for
Institution:**

7.0. Required Action 4

Source: QAR

Date: 2009-10-31

Required Action:

Monitor and evaluate the implementation and effectiveness of strategies utilized within and across all school improvement plans.

Evidence:

While there is evidence of some monitoring, a comprehensive approach is lacking. The programs and data constructs are available; however, implementation is sporadic.

Rationale:

Utilizing both formative and summative assessments, coupled with the powerful data programs the district has available, will ensure that a systemic monitoring process is in place that evaluates the effectiveness and sustainability of programs, including the implementation of professional learning strategies.

7.1. District/System Response

Progress Status: Completed

Response: Extensive work has been completed on revisions to the district's school improvement monitoring and evaluation process. Revisions include the alignment of improvement strategies to the new teacher and school based administrator appraisal system. Monitoring classroom instruction and analyzing related student outcomes is essential in the evaluation of the district's training, programs, and school/district improvement strategies. The implementation of a new data and assessment system, Performance Matters, allows the district to conduct standardized benchmark and progress monitoring assessments throughout the school year. Multiple data sources are utilized in making program and instructional decisions.

In addition to Performance Matters, the district purchased Observation 360, a classroom walk-through and observation tool developed by the School Improvement Network along with PD 360 an online and on-demand professional development system.

School Administrators conduct frequent and ongoing classroom walk-throughs for all instructional employees to collect data specific to the indicators of effective instructional practices as defined by the Florida Educator Accomplished Practices (FEAP). The sole purpose of the classroom/site walk-through is to develop a formative support system for a teacher that is connected to the formative needs of his or her students while using the data to evaluate trainings, programs and school/district improvement strategies. The program provides a chart with a scrolling dashboard that reports by instructional practice, the degree to which the practice was observed during a classroom walk-through. The report tracks the effectiveness of each practice by teacher, grade level, school and district. This allows the school and district to determine trends in teacher behaviors and identify specific strategies and professional development for school and district improvement. Using Observation 360 software which is loaded on an electronic device, reviewers have access to observation and walk-through templates aligned to each section

of the FEAP. Reviewers collect data as to the evidence of indicators for each effective practice. For each indicator that is not evident in the teacher's instructional practice, an email report is sent from the reviewer directly to the teacher that identifies and defines the practice that was not evident or is in need of improvement and provides specific links to a PD360 professional development library. PD360 offers each individual teacher access to thousands of research-based strategy lessons created by some of the country's leading experts in educational theory and practice. The system also allows for collegial chats with educators across the country to share ideas and discuss best practices. Observation360 provides each evaluator a template for conducting formal observations of teacher performance. All data collected is gathered in the Local Instructional Improvement System via FASTe, Formative Action System for Teacher Effectiveness. FASTe provides a flexible framework and process supported by data. FASTe synthesizes all relevant data into intuitive, interactive dashboards that support student learning and teacher effectiveness. Teachers are connected by the system to instructional resources based on the specific academic needs of students and allows for the differentiation of professional development. The system allows for the application of the state adopted student growth measure and easily provides an analysis and final report of longitudinal student growth specific to the teacher and school site. FASTe provides a fair and equitable foundation for the implementation of professional development and the evaluation of programs and practices. Through a district standardized observation/evaluation system and ongoing professional development for school and district administrators, inter-rater reliability is achieved.

In addition to aligning the district's data, assessment and appraisal systems to develop one interconnected system of support and improvement, the district revised its professional development practices to enhance its evaluation component. Professional learning initiatives at both the school level and district level are documented using a Professional Development Evaluation form. This form is completed by the professional learning facilitator and submitted to the Professional Development Department along with data verifying transfer into the classroom through the monitoring of the Observation 360 reports. The facilitator is asked to summarize the planning, implementation, follow-up, and evaluation of the training. They are also asked to provide input into how the evaluation of this training can be used in future professional learning initiatives. This document is submitted to the district professional learning management team at the end of each academic year for use in planning future professional learning opportunities. This information is also used to fine-tune or discontinue ineffective training.

Instructional personnel in the district are required to complete an Individual Professional Development Plan to guide them in the professional development that will be needed to increase the performance of the students assigned to their classroom.

In the planning process for their Individual Professional Development Plan (IPDP) each teacher in collaboration with their school administrator reviews disaggregated data specific to the students in their classroom and develops an improvement goal aligned to the goals identified in their School Improvement Plan. In the needs assessment process, many different data sources are reviewed.

Teachers must indicate, using measurable objectives, how they are going to evaluate the effectiveness of the training they have received. It is the responsibility of the school administrators to ensure that needed training activities are provided and that the content

is relative to a teacher's needs. Training opportunities may be provided by the school, district, or workshops conducted by peers or outside experts. The district has implemented the Lesson Study Cycle with the expectation that the schools increase the participation of their instructional staff by 20 percent annually. The time and date(s) for each professional development activity is recorded in the IPDP.

To determine if the training a teacher receives is effective, it must be implemented in the classroom and student performance must be monitored. Changes in student performance must be documented and the percentage of gain measured. Documentation of student performance can take many forms: classroom pre/post test scores, checklist of student behavior/performance, classroom observations, student portfolios, teacher products, statewide assessment results, district assessment results, etc. Teachers use the disaggregation of this data provided by Performance Matters to measure student gains and make changes to their IPDP.

At the conclusion of the academic year, the school administrator meets with each teacher to evaluate the IPDP. The purpose of this meeting is to ensure that the teacher received the training reflected in the IPDP, and to determine if the new knowledge and/or skills were used in the classroom effectively. School administrators monitor implementation of learned practices and/or programs through the walk-through process. The school administrator also reviews data (charts and graphs of student scores, student work samples, etc.) to ensure that student change actually took place.

At the end of the academic year, the principal schedules a formal meeting with each teacher for the final review and evaluation of the IPDP. In the event the teacher has not made sufficient progress as measured by student achievement data, the area identified must be addressed in the plan for the next academic year. Should the lack of effectiveness in a specific area determine the teacher's performance as unsatisfactory at any point during the year, the principal ensures that the Plan is adjusted to reflect additional training strategies. The principal will use the collective data of all the teachers on the staff provided via Observation 360 and Performance Matters to determine total student performance gains for the school and to determine the School Improvement Plan priority strategies for the coming year.

The development of a comprehensive Local Instructional Improvement System has provided Clay County Schools expanded access to data and tools that allow for the systemic monitoring and evaluation of the effectiveness and sustainability of programs, including the implementation of professional learning strategies.

7.2. Reviewer Response

Progress Response:

**Comments for
Institution:**