Self Assessment

Mobile County Board of Education

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Introduction

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

Purpose and Direction

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

Overall Rating: 3.25

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

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a 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.	•Survey results •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Examples of schools' continuous improvement plans •Survey results •Statements or documents about ethical and professional practices •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements of shared values and beliefs about teaching and learning •The district strategic plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	•Examples of schools continuous improvement plans •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Survey results •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The district data profile •The district strategic plan	Level 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:

According to evidence collected, the school system's mission has a clear and deliberate focus on maximizing the success of all students as shown by the alignment of the continuous improvement plan and Board agenda items to the strategic plan. Evidence collected as part of the self-assessment process further suggests that the system's strategic planning and continuous improvement planning processes for review, revision, and communication of the purpose statement are documented in a formalized process and is implemented on a regular schedule - monthly, quarterly, and yearly. A plethora of evidence documents two-way communication at every level within the organization. Continuous improvement meeting agendas and sign-in sheets reveal an inclusive process with participation from all stakeholder groups including students, parents, teachers, administrators, employees, community members, and business partners.

Actions to Sustain the Areas of Strength:

Mobile County Public School System will continue to engage all stakeholders in a systematic, inclusive, and comprehensive reflection of its strategic plan/continuous improvement plan. The system will work to achieve complete alignment of each schools' continuous improvement plan with the system's purpose and direction in order to achieve and maintain equitable learning experiences for all students. Lastly, MCPSS is committed to developing additional opportunities for two-way communication among all stakeholders as a means of building trust and

improving public perception of the work completed to ensure student academic success. This process has been outlined in the district's communication plan.

Areas in Need of Improvement:

In order to alleviate the barriers of communication, more stakeholder advisory groups will be established with frequent interactions between MCPSS staff and stakeholders. Before crucial decisions are made that impact teaching, learning, and community/family sensitivity issues, stakeholders need to be given an opportunity to express their concerns in a timely manner to promote ownership in the solution. Using other venues of communication in social media that reach stakeholders in a timely way will be explored. Lines of communication among all employees will be utilized so everyone feels they are contributing to making MCPSS a premier educational system where students engage in multiple pathways leading to success in a global society.

Plans to Improve the Areas of Need:

Mobile County Public School System understands that effective communication is essential to effective leadership and has developed a communication plan to improve the effectiveness in both internal and external communication throughout the system. When fully implemented, the plan will include representation from stakeholder groups to develop strategies; provide assistance with implementation; and aide in the data collection and evaluation of the system's progress. Key communicators will participate and provide feedback through a variety of social media. AdvancED Stakeholder Surveys and additional stakeholder surveys will be used yearly to assess the effectiveness of district communication and the utilization of social media.

Governance and Leadership

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

Overall Rating: 3.0

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 support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	•Professional development plans •Governing body policies, procedures, and practices •Staff handbooks •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	•Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Governing code of ethics	Level 3

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

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

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted •Representative supervision and evaluation reports	Level 3

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

The governing body of the Mobile County Public School System (MCPSS) consists of five Board of School Commissioners who are elected on a rotating basis by the citizens of Mobile County, for six-year terms. Although members are elected from a particular district, each member

serves by representing all of the children in the Mobile County Public School System. The members participate in professional development opportunities offered by the Alabama Association of School Boards, as well as, informational sessions at the district level. Each board member, along with system and school leadership, align their decisions and actions toward continuous improvement to achieve the system's mission "to graduate prepared and productive citizens."

Areas of Strength:

Evidence shows that policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system. The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit for the benefit of effective system operation and student learning. Furthermore, leaders throughout the system support innovation, collaboration, shared leadership, and professional growth.

Actions to Sustain the Areas of Strength:

The governance and leadership of the district will ensure equity of learning opportunities and support for innovation by continuing to seek input from stakeholders (advisory councils and public hearings) to update handbooks, professional development plans, and other policies, procedures, and practices.

Governing body members will continue to participate in professional development opportunities, as well as opportunities to communicate and seek input from system staff and stakeholders.

The strategic plan/continuous improvement process will be used to monitor progress and to ensure the equitable distribution of resources to all students. Additionally, annual instructional audits and regular reviews of the continuous improvement plans will be conducted to support the goals in the strategic plan.

Areas in Need of Improvement:

Greater attention is needed to improve professional practice for all employees. Additionally, there is a need to ensure increased stakeholder participation by providing a variety of opportunities for stakeholders to shape decisions, and work collaboratively to improve student learning.

Plans to Improve the Areas of Need:

Allow professional development opportunities for staff at all levels. These opportunities will include in-house collaboration and/or external professional development.
Opportunities need to be intentionally created for stakeholders to participate and have input at every level of the district. District and school level leadership will take proactive efforts to engage parents, teachers, and members of the community in decision making. Proactive steps will include:
a) The consistent development of parent advisory committees at the school level; and b) the scheduling of district parent advisory monthly meetings.

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: 3.0

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 throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations across the system. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.	•Learning expectations for different courses and programs •Course or program descriptions •Survey results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Program descriptions •Curriculum writing process •Products – scope and sequence, curriculum maps	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Examples of teacher use of technology as an instructional resource •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Professional development funding to promote professional learning communities •Peer coaching guidelines and procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	•Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	•Examples of learning expectations and standards of performance •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	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.	•Description of formalized structures for adults to advocate on behalf of students •Master schedule with time for formalized structure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	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.	•Sample communications to stakeholders about grading and reporting •District quality control procedures including the monitoring of grading practices across all schools •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting	Level 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.	•District quality control procedures showing implementation plan for professional development for district and school staff •District professional development plan involving the district and all schools •Crosswalk between professional learning and district purpose and direction	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.	•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	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.

Mobile County Public Schools works collectively to promote the district's vision to engage students in multiple pathways leading to success in a global society. It is through support for curriculum, instructional design, and assessment practices that structure is provided to ensure teacher effectiveness and student learning.

Areas of Strength:

A solid framework supports an equitable and challenging learning experience that ensures all students have opportunities to develop as global, independent thinkers. Opportunities to participate in varied student learning experiences such as Advanced Placement, International Baccalaureate, Dual Enrollment, Early College, and Career Technical courses combine to prepare students for success at the next level. Efforts to individualize learning activities reach elementary, middle, and high schools in the form of a structured Response to Instruction (RtI) process, a comprehensive Educational Planning Guide for course/program descriptions, and research-based learning expectations as evidenced by a district-supported reteach/retest policy; and an all-inclusive collection of educational pacing/planning guides that provide the educational framework for the entire district.

The MCPSS engages students through research-based instructional strategies, innovative teaching and learning, and multiple educational pathways. Use of data to develop effective instructional practices and meaningful professional development has lead endorsement of district-wide initiatives such as Traits Writing (K-10), Sonday System (K-8), Math Design Collaborative (MDC), Picture Perfect, Wonders, Common Formative Assessments, and Advanced Placement. As we continually strive for academic improvement, the district has provided teachers with instructional supports such as a K-8 Literacy Plan, Rigor/Relevance Framework, Formative Assessment Lessons (FALs), and RtI Framework. Our school system provides comprehensive information and digital media services that support the curricular and instructional programs. The presence of extensive digital and print resource libraries in K-12 schools offers ready access to both students and teachers. Technology and digital media resources are supported using SMART Boards in the classroom and access to teacher and student district and/or state provided resources such as Office 365, Discovery Education, Learning.com, Alabama Virtual Library, Destiny, Big Universe and Algebra Nation. These digital resources are tools that teachers and students can use to support the curriculum being taught. Technology integrated in classrooms supports student achievement and is used in aspects of curriculum, instruction, and assessment. As a Bring Your Own Device (BYOD) school system, schools have mobile labs and classroom supplemental devices to increase access to technology tools for students who do not have their own devices.

Collaborative learning opportunities and structural supports assist teachers with improving instruction and student learning throughout the district. Curriculum supervisors have monthly department meetings via Skype and/or face-to-face sessions.   While principals create professional learning communities to serve the needs of the building, grade level, and/or content area, teachers work together to learn from one another and share their expertise. In middle and high schools, all content area teachers meet multiple times throughout each quarter with their department chairs to not just disseminate information, but also to discuss student learning and how it best impacts teaching. Elementary teachers meet by grade level with the lead teacher to plan and discuss lessons. District reading specialists meet with teachers to provide professional development and to debrief with a teacher as part of the coaching cycle.

It is our belief that Mobile County is moving in the right direction by providing support for improved instruction and student learning.   One particular focus is the use of formal and informal assessments during the learning process to gauge student progress and then modify the activity to improve student achievement. Common formative assessment practices are utilized in english language arts, social studies, math, and science. Additionally, teachers use STAR and Aspire instructional resources to connect daily classroom instruction and high stakes testing.

The district provides a mentoring program for new principals who are assigned to peer mentors and/or retired administrators. This district support is provided for two years. New teachers are also assigned a peer mentor. New teachers are required to attend the district's New

Teacher Orientation at the beginning of each semester. The teachers meet with various departments to gather information on district policies and procedures, ELL, homeless and health services, use of technology in the classroom, and effective teaching practices. The new teachers also meet with their content supervisors and are provided instructional planning/pacing guides, teaching strategies, classroom management ideas, and resources and materials. The supervisors, district reading coaches/reading specialists visit new teachers' classrooms throughout the year to offer support and encouragement. Based on these visits and teacher requests, the content supervisors provide various professional opportunities to meet the needs of the teachers. Coaches support teachers and administrators, especially new teachers, through the coaching cycle and provide specific professional development based on the individual needs of the teachers.

District and school personnel use data from STAR, ACT Aspire, Dibels, ACT, and teacher grades to identify the unique learning needs of students. Data teams at both district and school levels meet regularly to gather and analyze data to determine the next steps for individual students. Students with specific needs, second languages, and disabilities have personalized support from classroom teachers, resource teachers, and instructional paraprofessionals. Struggling students receive individualized support through Problem Solving Teams (PST) utilizing STAR and current grades/behavior. Master schedules are developed based on identified academic needs reflecting intervention and/or enrichment. Data is also used to develop professional development for teachers. Teachers implement the cycle of instruction district-wide to ensure the effective delivery of instruction. The reteach/retest policy is implemented to ensure mastery of standards. Dyslexia awareness training was provided to all district personnel and K-8 teachers during Phase 1.

Actions to Sustain the Areas of Strength:

The district will continue to fortify our mission to graduate prepared and productive citizens by developing its instructional design and assessment practices in order to improve the delivery of instruction.

Technology surveys are sent out yearly to teachers and principals to provide guidance on skill levels for professional development needs and interests.

Data (STAR, Act Aspire, Dibels, ACT, and teacher grades) will be reviewed to develop professional development sessions that will be implemented through summer sessions and continued Skype sessions throughout the year to ensure all teachers can connect horizontally and vertically.

Content area supervisors will continue efforts to connect standards and provide support within instructional pacing guides. Through professional development, content supervisor visits, and department chair support, teachers are increasingly using formative assessments to check for understanding and mastery of standards.

To build capacity in the local schools and in case of a reduction of funds from the state, the district is creating a series of PD sessions utilizing the district coaches to train teachers in schools to become instructional coaches. This will be offered to every school in our system. Phase 2 of Dyslexia awareness training will consist of training for all secondary teachers (9-12).

Areas in Need of Improvement:

The district strives to reach each student on a personal level. Elementary, middle and high schools use homerooms, structuring of class time, and counselors' allocated times for small and large group sessions to provide student support. Additionally, the instructional framework of the signature academies designated at our twelve high schools include a component where adults work closely with a small number of students. However, there is no uniform structure that ensures students receive consistent support from an advocate.

Plans to Improve the Areas of Need:

To provide a system that supports long-term student interaction with an adult advocate, the district is developing a formal plan that includes guidelines to implement a structure that will provide consistent, individual student support.

Plans are in place to implement an advisor/advisee mentoring program during the high school's mini block, which is designed to build relationships by providing ongoing guidance. Middle schools will implement a similar advisor/advisee program during the guided studies period, and elementary will restructure their schedules to accommodate a mentoring program.

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: 3.12

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.	•District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	•Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Examples of school calendars •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes •Example school records of depreciation of equipment	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.	•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •Survey results •Policies, handbooks on district and school facilities and learning environments	Level 2

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 an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. The system designs, implements, and evaluates processes to ensure highly 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.	•Survey results •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 4

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.	•Policies relative to technology use at the district-level and school-level •Survey results •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 these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

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 these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	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.

Areas of Strength:

The Mobile County Public School System has 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. The network is accessible and fast with 4 GB of internet bandwidth and 1GB from school to central office. The system has contracted with Discovery Education, Big Universe, Learning.com, and several other programs for digital content. Technology Resource Teachers (TRT) and Technology Support Teachers (TST) are utilized to support educational programs throughout the system.

Policies, processes, and procedures exist within MCPSS for school leaders to recruit, employ, develop, and retain professionals effective in achieving its mission. The Alabama State Department of Education's online application process (SearchSoft) is used to post vacancies from across the state.

School and system budgets indicate that fiscal resources are available to fund positions critical to the district's purpose and direction, individual schools, and educational programs to ensure student success. In 2016, two Mobile County area schools each received grants of over 1.5 million dollars through a competitive grant process (school improvement grants/SIG), indicating that school leaders work to secure materials and fiscal resources through grant writing. Oversight processes and procedures are in place to fund continuous improvement strategies and determine the impact of funding on student outcomes. Audits are conducted annually by an outside source to ensure compliance with fiscal accountability measures.

Services such as Bridges, AltaPointe, Star Academy, and Helping Families are provided to determine and meet the needs of the physical, social and emotional needs of its students. The system uses both in house and contracted services, to meet the diverse needs of the student population it serves.

Actions to Sustain the Areas of Strength:

IT is continuing to keep the infrastructure current by budgeting for the maximum matching portion of e-rate funding. We continually monitor, maintain, update equipment, and provide support for educational programs throughout the system. As our needs grow in accessing digital resources, we update our bandwidth. To increase connectivity in all classrooms, we are currently upgrading from 25 to 50 simultaneous device connections per classrooms.

To sustain recruitment, employment, development, and retention of professionals, MCPSS has purchased additional SearchSoft licenses to increase efficiency by providing principals and other hiring managers' access.

MCPSS will continue to conduct annual audits both internally and externally to ensure compliance with fiscal accountability measures, and continue to apply for competitive grants.

The system will continue to evaluate current in-house and contracted services needed to meet the diversity of the student population it serves.

Areas in Need of Improvement:

The MCPSS Strategic Plan lacks operational measures to monitor effective processes in the areas of human resources, instructional technology, business services, and facilities.

Plans to Improve the Areas of Need:

Mobile County Public School System will work to engage stakeholders in a systematic, inclusive and comprehensive reflection of strategic planning and the continuous improvement process. To improve the efficiency of human resources, instructional technology, business services, and facilities, we will continue to work with Lean Frog, a company that reviews and optimizes current processes, procedures, and resources by providing improvement/feedback based on national standards.

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: 3.0

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

•Documentation or description of evaluation tools/protocols

•Survey results

•Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance

•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness

•Evidence that assessments are reliable and bias free | Level 3 |

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •List of data sources related to district effectiveness •Survey results •Written protocols and procedures for data collection and analysis •Examples of changes to the district strategic plan based on data results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Policies and written procedures specific to data training	Level 3

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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Policies and procedures specific to data use and training •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

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

The vision of the Mobile County Public School System is to "become a premier educational system where students engage in multiple pathways leading to success in a global society". To continue to be successful in meeting the ever-changing needs of our students, we must consistently review where we are and envision what we strive to become, which is fundamental for continuous improvement.

Areas of Strength:

MCPSS utilizes a range of data, including both academic and non-academic measures, to evaluate and plan for student learning and system performance. Student learning measures include summative standardized assessments, formative measures, and other student performance indicators such as attendance and discipline. This data is collected and disaggregated using Microsoft's Power BI, a cloud-based business analytics service which is an internal dashboard for MCPSS central office, administrators, and school leaders. The interactive dashboards house and display results of ACT with Writing, ACT Workkeys, ACT Aspire and STAR data, which allows users to see a visual representation of a wide range of data while also giving the capability to drill down to the student level.

Actions to Sustain the Areas of Strength:

MCPSS will continue to develop ways to use the data, especially through the internal dashboards created through Power BI, to effectively use the academic and non-academic data available for school and system effectiveness. MCPSS will continue to communicate data related to student learning and system effectiveness and provide training on tools available to stakeholders.

Areas in Need of Improvement:

Recognizing that data is readily available, our weakness is in everyone understanding where and how to access and utilize data for continuous improvement within their areas of responsibility. Although staff members are offered opportunities for training in interpretation and use of data, a more focused and deliberate plan for data usage is needed for our employees. In the future, individualized and personalized professional development offerings will be available in various formats to all users with a specific focus on applying learning to effectively interpret and evaluate academic and non-academic data for continuous improvement and system effectiveness.

Another area of need for MCPSS in using data is to transparently communicate to all stakeholders to inform, engage, and ensure accountability. Information related to student learning and system effectiveness must be more readily available to our community and stakeholders through an external, interactive dashboard to be made available on the MCPSS website.

Plans to Improve the Areas of Need:

The MCPSS IT division is in the process of developing a system, The Cube, which allows Power BI to connect to the current data warehouse. This connectivity will allow the creation of numerous dashboards including more advanced and detailed data on attendance, discipline and student grades. The goal with The Cube is to be able to funnel all data MCPSS collects, both academic and non-academic, through Power BI and create dashboards for all aspects of data review. These dashboards would then be available at all levels, including administrator, teacher and support staff. The development of The Cube would also facilitate the development of a community interactive dashboard for select data points. Training will be provided for successful use of the data available through The Cube and the community dashboard.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Purpose and Direction — 3.25

Governance and Leadership — 3

Teaching and Assessing for Learning — 3

Resources and Support Systems — 3.12

Using Results for Continuous Improvement — 3

Sections