



Self Assessment

Phillips Preparatory School
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.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school'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.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff 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 sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Survey results	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school continuous improvement plan	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 External Review team members may be interested in reviewing.

Strengths and Sustaining the Strengths:

Results from the AdvancED Self Assessment for Phillips indicate that 1.1 (The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.) and 1.3 (The school's leadership implements a continuous improvement process that provides clear directions for improving conditions that support student learning.) were determined to be two areas of strengths for our school.

The evidence supports we do a great job focusing on student success through the use of various media and also our data is somewhat consistent on standardized tests. There is evidence of communication through the newsletters, website, and social media. Per the surveys: 98% of staff, 94% of parents, and 81% of students responded "agree/strongly agree". We will continue to seek other means to communicate the school's purpose for success and involve other stakeholder groups in the process.

Areas of Improvement and Actions to Improve:

Indicator 1.2 (The school leadership and staff 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.) is an area that needs our attention. We provide tutoring- before, during and after school, reteach/retest for "underachieving" students; however, there is nothing for those students who are "over-achieving". Based on the staff survey, 94% of the staff "agree/strongly agree" that we have "overlooked" those students. Our goal in the future is to provide "enrichment" activities for those students who are excelling beyond the current advanced program.

Standard 2: Governance and Leadership

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

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Little connection exists between policies and practices of the governing board and the purpose, direction, and effective operation of the school. Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students. There are few or no policies and practices regarding professional growth of staff. Policies provide requirements of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Staff handbooks 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body rarely or never protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body does not distinguish between its roles and responsibilities and those of school leadership, or frequently usurps the autonomy of school leadership.	<ul style="list-style-type: none"> •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Reteach/Retest Policy 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently 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 school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none">•Survey responses•Agendas from various parent meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice 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 and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Teachers' Handbook	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 External Review team members may be interested in reviewing.

Strengths and Sustaining the Strengths:

Based on the Self-Assessment, Indicators 2.5 (Leadership engages stakeholder effectively in support of school's purpose and direction.) and 2.6 (Leadership and staff supervision and evaluation processes result in improved professional practices and student success.) were noted as our strengths. Evidence indicates the majority of our stakeholders support our school's purpose and direction because we have been able to establish a great reputation in our community and gain its support with educating our students. We have an opportunity to work with several universities who place student observers and student teachers here and we attribute that to the universities supporting our purpose and direction. One of the focuses at Phillips is to continue to improve professional practices that promote student success and that is why we decided to pursue the International Baccalaureate Middle Years Program (MYP). The IB Middle Years Program (MYP) aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world complex and unpredictable situations. We will continue to involve our stakeholders so they understand our purpose and direction.

Areas of Improvement and Actions to Improve:

Based on the Self Assessment, 2.1 (Governing body establish policies and support practices that ensure effective administration of the school.) and 2.3 (Governing body ensures school leadership has autonomy and achievement and instruction.) were the areas where improvement is needed. Some of the policies in place are out of our control and we try our best to implement so that they are aligned with

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our advanced curriculum policy. Evidence supports the statement with local school control, students will take ownership of their learning and put forth the effort to succeed. We will continue to implement the policies established by the governing board and hopefully, in the future, policies will align with our purpose and direction.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Course schedules 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment 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, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Common assessments •Curriculum writing process •Lesson plans aligned to the curriculum 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, 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 school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Samples of exemplars used to guide and inform student learning 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> 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 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> Master schedule with time for formal adult advocate structure 	Level 3

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 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 consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> Sample communications to stakeholders about grading and reporting 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 school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> Brief explanation of alignment between professional learning and identified needs Crosswalk between professional learning and school purpose and direction 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	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). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•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 External Review team members may be interested in reviewing.

Strengths and Sustaining the Strengths:

Based on the Self-Assessment, Indicators 3.3 (Engage student in learning through instructional strategies) and 3.6 (Teacher's implement the school's instructional process in support of student learning) indicate our strengths. The committee addressed the majority of the staff's use of grading rubrics and examples of stellar work assignments before student work is submitted so that students are guided to the expectations of the assignment. Additionally, committee members addressed the use of authentic assessments in our unit planners so that students are able to relate curriculum concepts to their everyday lives. Many teachers commented on the use of technology in the classroom to help support their overall strengths in learning using a variety of instructional strategies.

Areas of Improvement and Actions to Improve:

Indicators 3.5 (Teachers participate in collaborative learning communities to improve instruction.) and 3.12 (The school provides and coordinates learning support services to meet the unique learning needs of students.) were noted as areas we need to improve. The committee suggested that more opportunities are needed to collaborate with each other so that unit planners will become interdisciplinary. It was suggested that teachers may begin to team teach so that planning can be done with teachers across all curriculum and grade level in hopes of having students to retain information and make cross curricular connections to the content. In addition, to more collaboration, it was also noted that there should be a system in place to identify students who have unique learning challenges that may not necessarily be appropriate for an Individualized Education Plan. It was suggested that those students should be identified early on in the "pipeline" (6th grade) and interventions should be put in place to meet the needs of the students.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results 	Level 4

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 school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	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. School personnel and 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.	<ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Survey results•Data on media and information resources available to students and staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none">•Survey results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, 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.	<ul style="list-style-type: none">•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, 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.	<ul style="list-style-type: none">•Description of referral process	Level 4

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

Strengths and Sustaining the Strengths:

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Based on the Self Assessment, Indicators 4.2 (Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.) and 4.5 (The technology infrastructure supports the school's teaching, learning and operational needs.) were noted as the areas of strengths. The committee concluded that the faculty's group survey answers correlated with the questions #31 and #32 from parents' and students' surveys. The data showed an average of a 4.1 for parents and 4.38 for students and the faculty agreed with an average score of 4. We determined that the material and fiscal resources are viewed as sufficient to support the purpose and direction of our school.

The committee also concluded that the faculty's group survey answers correlated with question #26 on the student survey and various questions on the parent survey, especially question #27. We determined that this strength can be justified with the fact that the faculty, students and parents gave very favorable responses with regards to our technology infrastructure. Scores were above an average of four in all three of those survey areas. We will continue to provide materials and proper resources to support the purpose and direction of our school along with maintain the technology infrastructure we have had for a number of years.

Areas of Improvement and Actions to Improve:

Based on the Self-Assessment, Indicators 4:3 (The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.) and 4:4 (Students and school personnel use a range of media and information resources to support the school's educational programs.) were noted as areas of improvement.

The faculty took into consideration all of the standard's details, for example, "safe, clean and healthy," was scrutinized and defined within the group. The students, who are on campus scored question #23 as an average score of 3.26. The parents scored a similar question #26 higher than the students with an average of 4.46. After analyzing the difference and ultimately viewing this as a "weakness", we also concluded that these averages were very high when students and parents were strictly asked about the safety aspects of our school, and if we compared the faculty's group opinion on strictly the safety aspects, then the 4:3 standard would relate mutually and thus, the average of 3.4 that the faculty gave this standard would be viewed as a strength.

We looked closely at the average response from the faculty as 3.5 on the substandard 4:4, and concluded that question #25 scored a 4.31 and the parents scored a similar question #27 with an average score of 4.37 were closely related. We also noted that the range of media and the access to a variety were close enough to gauge how the parents and faculty viewed our resources to support learning. The student's question was geared toward students being helped to succeed. The question #25 on the student's survey included data that gave an average of only 1.06%, of students strongly disagreeing with not having what they needed as far as technology or media resources in order to succeed. In order to determine the discrepancy between the faculty and students responses, conversations need to be held for clarification. Apparently, the students see things differently and in order to improve, we need to be sure we are "on the same" page with the students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •STAR, ASPIRE Scores 	Level 4

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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. 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. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •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	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Survey results 	Level 1

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Evidence of student readiness for the next level•Evidence of student growth•STAR/Aspire Data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Aspire Results	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 External Review team members may be interested in reviewing.

Strengths and Sustaining the Strengths:

Based on the Self-Assessment, Indicators 5.1 (The school establishes and maintains a clearly defined and comprehensive student assessment system.) and 5.5 (Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.) were noted as our strengths.

The evidence supports that PPS offers a rigorous academic curriculum with a variety of learning experiences that encourage students to become self-directed, goal-oriented, and technologically literate. Staff and student surveys strongly support the statement that we "implement a comprehensive assessment system", using multiple formative and summative assessment measures.

Students, parents, and staff also agree that our curriculum is challenging, expectations are high, and students are prepared for future success. Staff believe school's purpose focuses on student success. We will continue with the measures that are in place that focus on student success and seek other ways to improve the process that is already in place.

Areas of Improvement and Actions to Improve:

Based on the Self-Assessment, Indicators 5.3 (Professional and support staff are trained in the evaluation, interpretation, and use of data.) and 5.4 (The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.) were noted as areas that need our attention. The committee agrees that our regular RtI/PST meetings address formative, summative, and observational assessment data in detail and provide a chance for discussion of instructional issues and intervention solutions - all efforts toward "evaluation, interpretation, and use of data", but we do not think that everyone uses the resources available, from STAR for example, to conduct in-depth analyses and/or to improve instruction; perhaps they have not been trained in using them or are not aware of the breadth of what is available and/or how to access it.

The committee also recognizes that we do engage in a continuous data analysis process that includes policies and procedures (e.g. RtI/PST, retesting, tutoring, etc.) for improvement in student learning, but if the Standard 5.4 performance level statements are suggesting that these

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policies and procedures should be written, we are not aware of a unified statement that includes all of them.

In order to improve the staff's knowledge of interpreting various data sources, professional development (P.D.) will be provided so that all staff members are aware of how to interpret STAR results. Math and language arts teachers are familiar with the various reports, but other content area teachers are not and we believe by providing P.D., all teachers will feel comfortable with interpreting the data.

Report Summary

Scores By Section

