Self Assessment

Whitley Elementary School

Mobile County Board of Education

Ms. JaaDaa S Holcombe
528 Capt Leon C Roberts St
Prichard, AL 36610-3262

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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.	•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 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. School leadership and staff share high expectations for professional practice.	•Survey results •The school's statement of purpose	Level 3

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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Survey results •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 2

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

As our committee reviewed Standard 1, we noted that our school strives to communicate its purpose for student success to ensure that all students and stakeholders understand that we are clearly focused on our students becoming successful. We communicate our purpose by publishing our school's purpose in the Student/Parent Handbook, which is disseminated to each student at that beginning of the school year (and on the first day of enrollment in our school to those students who enter throughout the year). We also daily communicate our purpose for student success by stating the purpose each morning during broadcast live announcements. We have a commitment to shared values and beliefs about teaching and learning that is evident in our documentation and decision making. Our school's administration and staff hold high expectations for our students as well as for professional practice.

Our committee did note that, although we do have some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills, we did note that only some of our teachers are trained in AMSTI, therefore, not all of our students are receiving a challenging education program via AMSTI with equitable learning experiences with a focus on depth of understanding and application of knowledge and skills.

Standard 2: Governance and Leadership

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote 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.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks	Level 3

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.	•Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Governing code of ethics	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 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 maintains a distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings •Social Media	Level 3

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.	•Survey results •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan	Level 2

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.	•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 External Review team members may be interested in reviewing.

As our committee reviewed Standard 2, we noted that the governing body does provide clear-cut policies and procedures. These policies and procedures are utilized by the local school administration to effectively manage the day-to-day school operations which enables the school leadership to accomplish goals for student achievement. We noted that our leaders and staff do align their decisions and actions toward continuous improvement to achieve the school's purpose and that all leaders and staff are collectively responsible for student learning. The culture is characterized by collaboration and a sense of community among all stakeholders as our priority is student learning and success. In an effort to maintain a culture conducive to a positive learning environment, our leaders communicate effectively with appropriate and varied representative 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. Our leadership truly has an "open door" policy for all stakeholders and ensures that our stakeholders feel that their voice has been heard.

To ensure that student success occurs, teachers need to grow professionally as well in order to facilitate an environment conducive to learning for all students. In order for this to occur, evaluation processes occur where the focus of the criteria and processes of supervision and evaluation is to improve professional practice and improve student success. With the improvement of professional practices, we are more likely to see better student success.

We did find in reviewing this standard that challenging and equitable instruction is not provided at all levels.   Students are held to high standards, but all courses of study are not available to all students, especially in the high schools. We also noted that, while training for certified staff is available, the training opportunities for paraprofessionals and other classified staff members needs to be strengthened.

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: 2.33

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 most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	•Lesson plans •Posted learning objectives	Level 2

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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments	Level 2

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 sometimes 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 groups of students when necessary. Teachers sometimes 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.	•Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations	Level 2

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 formally and consistently 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.	•Documentation of collection of lesson plans and grade books •Surveys results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote 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 sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers 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 •Examples of assessments that prompted modification in instruction	Level 3

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.	Some 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 school personnel.	•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

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 and implemented. School personnel regularly inform families of their children's learning progress.	•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 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 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.	•List of students matched to adult advocate	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 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.	•Sample report cards for each grade level and for all courses •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.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs	Level 2

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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	•List of learning support services and student population served by such services	Level 2

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

School leaders at Whitley Elementary School monitor and support the improvement of instructional practices of teachers to ensure student success. At our school, we are all about finding what works best for our students in order to ensure that they are successful. This is an area of strength because we are all committed to our school's values and beliefs about teaching and learning and we are dedicated to our motto of "Investing Jointly for Well Educated Students." In order to sustain this area of strength, we will continue to work collaboratively as a team monitoring instructional practices using the classroom observation protocol to make sure that the practices used align with our values and beliefs about teaching, making sure that staff members are teaching the approved curriculum, by ensuring that all students are directly engaged in learning process, and through the continued use of content-specific standards of professional practice.

 Another area of strength is Grading and Reporting. At Whitley Elementary School grading and reporting is clearly defined by the district and represents the attainment of content knowledge and skills. In order to sustain this strength we will continue to use grading and reporting policies, processes, and procedures as outlined by district. Within the school setting, we will make sure that there is consistency of the implementation of these policies, processes, and procedures across grade levels and courses through regularly scheduled gradebook checks. We will also continue to communicate these policies, processes, and procedures with all stakeholders.

Communication and Collaboration were areas noted as needing improvement. Teachers at Whitley Elementary School participate in collaborative learning communities in order to improve instruction and student learning both formally and informally. Although teachers collaborate on grade level, collaboration seldomly occurs across grade levels and content areas. In order to improve in this area, the administrative team will look into forming vertical teams so that teachers can collaborate across grade levels and content areas. This type of collaboration will allow staff members to promote discussions about student learning including the ability to discuss and evaluate the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching among school personnel. Communication and collaboration that occurs through mentoring, coaching, and as well as others will allow school personnel to set expectations consistent with the school's values and beliefs about teaching and learning and the conditions that support learning. Professional development programs will be based on these expectations that are consistent with the school's values and beliefs will be evaluated for effectiveness.

Another area in need of improvement is having a formal structure in place whereby each student is well known by at least one adult advocate in the school who supports student's educational experience. At Whitley Elementary School every student has an adult advocate who supports their educational experience however, there is no structure in place that allow adult advocates to have long-term interaction with individual students. In order to improve in this area of need we will research and select the most appropriate formal adult advocate structure for our school and then use that structure to match students with an adult advocate.

Additionally Curriculum and learning experiences were also in need of improvement because all students are not provided with challenging and equitable opportunities for developing learning skills, thinking skills, and life skills. In an effort to improve this area of need, we will use data from student assessments in order to adjust curriculum, instruction, and assessment. We will identify learning, thinking, and life skills

that are deficits among our student population using a systematic, collaborative process to develop a plan in which we will focus on specific skills monthly and use common grade level assessments.

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: 2.86

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.	•School budgets for the last three years •Survey results •Documentation of highly qualified staff	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 on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. 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 school's purpose and direction.	•School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules	Level 2

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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.	•Budget related to media and information resource acquisition •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	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 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 improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 3

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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•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	Level 2

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 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 students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results •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 External Review team members may be interested in reviewing.

As our committee reviewed Standard 4 concerning resources and support systems, we noted that our areas of strength that we employ

qualified professional and support staff that are sufficient in number to fulfill their roles and responsibilities necessary to support our school's purpose, direction, and the educational program. Our system has clearly defined policies, processes, and procedures to ensure that school leaders have access to hire, place, and retain qualified professional and support staff. For the current year, we have employed twenty-six certified full time faculty members who serve our 353 students. To complement these 26 full time certified teachers, we also have ten instructional and non-instructional support staff members who work to ensure the support of our students. We have one faithful volunteer who is a retired teacher of 38 years who gives of his time 6 hours a day 5 days a week to give small group intervention to students who are identified as needing additional assistance. Instructional time, material resources and fiscal resources are focused on supporting the academic advancement of our students as well as offering our students and teachers access to media and information resources necessary for the educational programs of our school. Our technology infrastructure is modern, as it is only three years old; it is fully functional, and it meets the teaching, learning, and operational needs of the stakeholders. Through this technology, we are able to offer our students a learning environment that they would not be able to reproduce at home as most do not have internet access nor a computer to access the internet. Our present school building was completed in October 2013 and we moved in to an incredibly safe building. However, we did find that the expectations for maintaining cleanliness and a healthy environment need to be shared with all stakeholders and our students, as well as all school personnel need to be accountable for maintaining the expectations.

Our school implements a process to determine the physical, social, and emotional needs of each student in our school and school personnel provides or coordinates programs to meet the needs of students as necessary. As we do not have a full-time counselor, much of this responsibility falls on the classroom teacher, special education teacher, and the office staff. School personnel implement a process to determine the counseling, assessment, referral, and educational needs of 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: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 2

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.	•Survey 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	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use	Level 2

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.	•Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •Evidence of student success at the next level	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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 2

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

In reviewing standard 5, the committee found that we maintain and use an assessment system that produces data from multiple assessment measures. Our teachers utilize informal observations, Common Formative Assessments, weekly teacher made tests, End of the Quarter Tests, and our ACT Aspire standardized test (for grades 3-5). We utilize Renaissance Place, an online assessment norm-based tool for Reading and Math assessment, three times a year. These assessments allow our teachers to see growth in their students as well as note any decreases in student performance. In addition to the academic assessments, our school personnel also collect and analyze attendance data, enrollment data, suspension data, behavior data, special populations data, course failures data, and professional learning needs data. Our assessment system is consistent in that we have an established timeline in which to given specific assessments and grade levels are given specific standards that need to be mastered prior to these assessment administrations. Our assessment system is evaluated for effectiveness in improving instruction that will support our student learning.

Our school's academic and non-academic data is disaggregated by our Leadership Team and the results are shared with our teachers. This information is helpful in assisting our staff in knowing what our areas of strength are as well as our areas that need improvement both academically and non-academically. Although we share most information with our stakeholders, we need to more effectively communicate results to all stakeholder groups.

Report Summary

Scores By Section

Section Score

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Standard 2: Governance and Leadership — 2.67

Standard 3: Teaching and Assessing for Learning — 2.33

Standard 4: Resources and Support Systems — 2.86

Standard 5: Using Results for Continuous Improvement — 2.2

Sections