AdvancED™

Self Assessment of Readiness for Accreditation
for School Systems

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Introduction
AdvancED promotes a philosophy that accreditation is an on-going, never-ending process of improvement, not an event that occurs only once every five years. To that end, AdvancED wants institutions to be aware of all requirements before they begin the journey toward accreditation. This Self Assessment of Readiness for Accreditation will help you and others to determine if your institution has the capacity to pursue and achieve accreditation.

Directions for Completing the Report
In order to complete the Self Assessment of Readiness, consider the following steps:

1. In this document, select "Meets" if you believe your school system meets the intent of the indicator. Otherwise, select "Needs Improvement." Selecting "Needs Improvement" does not jeopardize your pursuit of accreditation. AdvancED values honest reflection.

2. After completing ratings of all indicators, respond to the prompts for student performance, stakeholder perceptions, and assurances.

3. After you have completed the report, email a copy to your AdvancED state office.

Standards

Standard 1	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.	Meets	Needs Improvement
1.1	The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.	X	
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.	X	
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.		X
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.	X	

Standard 2	The system operates under governance and leadership that promote and support student performance and school effectiveness.	Meets	Needs Improvement
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	X	
2.2	The governing body operates responsibly and functions effectively.	X	
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.	X	
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	X	
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	X	

| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. | | X |

Standard 3	The system's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	Meets	Needs Improvement
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.	X	
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.		X
3.3	Teachers throughout the system engage students in their learning through instructional strategies that ensure achievement of learning expectations.	X	
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	X	
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	X	
3.6	Teachers implement the system's instructional process in support of student learning.		X
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	X	
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.	X	
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.		X
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.	X	
3.11	All staff members participate in a continuous program of professional learning.	X	
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.		X

Standard 4	The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	Meets	Needs Improvement
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.	X	
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.	X	
4.3	The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	X	
4.4	The system demonstrates strategic resource management that includes long range planning in support of the purpose and direction of the system.	X	
4.5	The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	X	
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs.	X	
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.	X	
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.	X	

Standard 5	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.	Meets	Needs Improvement
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	X	
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.		X

5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.		**X**
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	**X**	
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.	**X**	

Student Performance

Briefly describe recent student performance results, areas of strength and areas for improvement. These descriptions should not be complete statistical analyses, simply brief narratives. If applicable, give examples of awards your institution has garnered (Blue Ribbon or similar recognition from states or other organizations, National Merit Scholars, etc.).

Recent Results

For the first time, Fleming County Schools is considered to be a **_Proficient_** school district and for the first time all schools' overall accountability scores are above 60. This growth is a result of the hard work by students, teachers, staff, administrators, parents and the community. This level of growth should be truly celebrated by all stakeholders. It validates the district's approach to having a laser focus on the teaching and learning process in every school. As we celebrate, we must also realize that we still have several steps in our journey to becoming a "District of Distinction.

The most recent test scores indicate that Fleming County Schools is around the middle of the pack in regards to academic performance. Hillsboro Elementary School remains among the best elementary schools in Kentucky as a "Distinguished" school. Simons Middle School is recognized for "High Progress", going from the rank of 303 to 106 in just one academic year. Furthermore, Fleming County High School (a priority school) also made academic gains and received a "Proficient" rating.

Strengths

- Top 10 in Kentucky for College/Career Readiness
- National student recognitions for FFA & FCCLA
- First student in region to graduate high school with an Associate's Degree from MCTC
- Growing dual enrollment program
- Graduation rate above state and national average
- ACT scores are on the rise
- Fleming County Students attend top state and national universities
- Civic-minded students (extremely active student council)
- _We have the BEST students!_

Areas for Improvement

- Engagement of all students

- Diversity in program offerings
- Year-round learning opportunities
- Continued refinement of the common curriculum and development of common assessments
- Engagement of students in the continuous improvement process

Stakeholder Perceptions

Please briefly describe the perceptions and opinions of your stakeholders in terms of strengths and areas for improvement. If you have administered stakeholder surveys, provide a brief review of the results. If you have not administered formal surveys, write a brief synopsis of comments, complaints, or testimonials you have from stakeholders.

Strengths

Based on Spring 2015 Stakeholder Surveys (Advanc-Ed/TELL):
- Students indicate that principals and teachers expect every student to achieve.
- Students indicate that they learn new things through differentiated activities.
- Teachers are accessible and willing to help/listen to student concerns.
- Teachers indicate that their environment is safe, clean, and conducive to teaching and learning.

Areas for Improvement

Based on Spring 2015 Stakeholder Surveys (Advanc-Ed/TELL):
- Students indicate that teachers need to engage parents/guardians more in the learning process.
- There is still work that needs to be done in the areas of safety and cleanliness of schools.
- Teachers and staff need to engage students and parents in decision-making processes.
- Empowerment of stakeholders through shared leadership
- Teachers would like to have more input in issues such as budget, selection of new staff, and professional development.

Other Concerns:
- Process for addressing stakeholder concerns or weaknesses at school/district level revealed by surveys

Assurances

	Yes	No
We have reviewed the requirements set forth in the AdvancED Assurances.	X	

Please identify any assurances that are not being met and describe what needs to be done to address the expectations in the Assurance.