

Quality Assurance Progress Report

Project Name:	FC Quality Assurance Team
Report Type:	Bi Weekly Progress Report
For Period:	March 9, 2015
Project Manager:	Stephanie Emmons
Project Members:	Principal: Stephanie Emmons, Flemingsburg Elementary Principal: Jesse Bacon, Simons Middle School Teacher: Michelle Hunt, Hillsboro Elementary Classified Staff: Terri McKee, Flemingsburg Elementary Parent/PTO President/Local Business Representative: Jenny Sims

EXECUTIVE SUMMARY

Overall Summary	Prior Status	Current Status	
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.		
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to meet all of the objectives established by AdvancED Diagnostic Reporting.		
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.		
<p>All priority areas are highlighted in gray and have been marked accordingly by there color.</p>			

Standard 1: Purpose and Direction	Prior Status	2-	Current Status	2+
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
1.1: The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (3)				
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. (2+)				
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.				
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.				
<p style="text-align: center;">Delta</p> <p>INDICATOR 1.1</p> <ul style="list-style-type: none"> • There is evidence of stakeholder input • The purpose statement is clearly focused on student success. • The evidence that has been submitted is good and to the point. <p>INDICATOR 1.2</p> <ul style="list-style-type: none"> • There is ample evidence showing a commitment to shared values and beliefs about teaching and learning and its relationship to decision making • All possible evidence that is listed has been provided. <p>INDICATOR 1.3</p> <ul style="list-style-type: none"> • There is evidence that leaders use a continuous improvement process through the use of PDSAs. • There is evidence are consistently engaged in the process • School action steps are present 		<p style="text-align: center;">Delta</p> <p>INDICATOR 1.1</p> <ul style="list-style-type: none"> • No current deltas at this time. <p>INDICATOR 1.2</p> <ul style="list-style-type: none"> • There are few names that may need to be whited out. • MAP testing link goes to the NWEA website, not how it is linked to district usage towards vision. • Benchmark link goes directly CASE 21 website giving a summary of the test, not how it is linked to district usage towards vision. • engageNY link just goes to website as well. • The links provided are for programs the district is using, but lacking in evidence of use in each building. <p>INDICATOR 1.3</p> <ul style="list-style-type: none"> • There is no evidence of the requirement that leaders use a documented systematic continuous improvement process. There is no district level PDSAs. Only school level • An up to date district profile that includes current and comprehensive data was not evident. Thus no system to maintain such a profile was evident • District goals for improvement is not evident • There are no district level action plans with measurable objectives, strategies, activities, and resources and timelines for achieving the goals. • No documentation was found that show school personnel hold one another accountable • No evidence that the process is reviewed regularly • No documentation linking district continuous improvement process to improved student 		

	<p>achievement and instruction</p> <ul style="list-style-type: none">• No documentation linking challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. <p><u>Indicator 1.4</u></p> <ul style="list-style-type: none">• No documentation that all stakeholder groups are engaged in the process.• Only included PowerPoints and communication from two schools. There is evidence from the other schools that could be uploaded.• T & L presentations only go through December. Instead of scanning in the documents it would be better to link it to the website where you can get access to all the PowerPoints.• There is no documentation as to how the processes are reviewed and evaluated.• There is no evidence of documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.
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Standard 2: Governance and Leadership	Prior Status	2+	Current Status	3+
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
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Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
2.1 The governing body establishes policies and supports practices that ensure effective administration of the school. (3)				
2.2 The governing body operates responsibly and functions effectively. (3)				
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. (3)				
2.4 Leadership and staff foster a culture consistent with the school's purpose and direction. (2+)				
2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction. (3)				
2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success. (3)				
<p style="text-align: center;">Plus</p> <p>Overall</p> <ul style="list-style-type: none"> This standard is close to being complete. As soon as evidence is provided that supports 2.5 and 2.6 this standard will be ready to present. <p>Indicator 2.1</p> <ul style="list-style-type: none"> Lots of information Including support mechanism and giving direction this could be a 4. Policies and practices listed support facilities, management, instruction, and professional growth. <p>Indicator 2.2</p> <ul style="list-style-type: none"> This entire demonstrator is a level 3 out of 4. <p>Indicator 2.3</p> <ul style="list-style-type: none"> This demonstrator has an example of every possible piece of evidence that was listed on the Self-Assessment Workbook. 	<p style="text-align: center;">Delta</p> <p>Overall</p> <ul style="list-style-type: none"> No evidence for 2.5 and 2.6 which did not let the team provide a thorough review of the standard. <p>Indicator 2.1</p> <ul style="list-style-type: none"> SBDM policies were represented from only one school. Cannot access PD plan Professional growth ALL staff... classified? How are you assisting custodian, paraprofessionals, other classified show growth? <p>Indicator 2.2</p> <ul style="list-style-type: none"> Non accessible governing authority minutes related to training For district funding assurances need to identify page # of board minutes for easy navigation Civil right compliance review does not link To move this demonstrator to a status of 4, PD curriculum around conflict resolution needs to be included. <p>Indicator 2.3</p> <ul style="list-style-type: none"> cannot access strategic plan survey How can the district show consistency? The evidence is here but does it support the staff as a whole. 			

Indicator 2.4

- All of the examples of possible evidence are there.

Indicator 2.5

- Communication has been sought after from all stakeholders.
- Many different survey examples are provided showing that stakeholder feedback has been requested.

Indicator 2.6

- Policies are in place indicating evaluation and supervision of the district.
- Supervision and evaluation report examples are provided.
- Corrective action plans indicate that personnel are held to the evaluation procedures.

Indicator 2.4

- There has not been enough time to show that all stakeholders are implementing **all** initiatives that the district has put into place.

Indicator 2.5

- Clearly indicator stakeholder titles from the district committee's indicating that they represent all stakeholder groups. The reviewers knew who they were just through experience. It will be difficult for a diagnostic team to verify that they are from all groups.

Indicator 2.6

- What evidence do we have that the evaluation procedures have impacted student achievement.

Standard 3: Teaching and Assessing for Learning	Prior Status	2	Current Status	2+
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
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Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
3.1 The systems 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. (3)				
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.				
3.3 Teachers throughout the school system engage students in their learning through instructional strategies that ensure achievement of learning expectations.				
3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3)				
3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.				
3.6 Teachers implement the system's instructional process in support of student learning. (2+)				
3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.				
3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.				
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. (2)				
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.(2+)				
3.11 All staff members participate in a continuous program of professional learning.				
3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.				
<p style="text-align: center;">Plus</p> <p>Indicator 3.1</p> <ul style="list-style-type: none"> Well organized and solid information to support the systems curriculum instructional design Clearly defined evidence Supports include Pacing Guides, examples of long range plan, LDC/MDC/CIS examples with student work. <p>Indicator 3.2</p> <ul style="list-style-type: none"> Curriculum guides/long range plans are provided across K-12 Scope and sequence is provided Standards Based Report Cards Walk through data Sample of products such as FAL reflection and LDC module jurying rubric. Certified evaluation plan Teaching and Learning Framework is included. 		<p style="text-align: center;">Delta</p> <p>Indicator 3.1</p> <ul style="list-style-type: none"> Master schedules from all schools to show that curriculum and learning experiences are occurring for all students Link YOYO and graduation surveys <p>Indicator 3.2</p> <ul style="list-style-type: none"> Sufficient evidence isn't provided that shows continuous improvement process across the system. (example: curriculum guide does not include high school long range plans, curriculum writing process is limited to middle and high school) Link is needed for common assessment results as well as teacher reflections. Products are limited to high school level. Could use of data in the classroom by students and teachers to illustrate adjusted curriculum be a key 		

Indicator 3.3

- The work used as evidence does highlight critical thinking.

Indicator 3.4

- It was clear that the system and school leaders monitor instructional practices through supervision and evaluation.
- PDSA show that a process is in place regarding improvements of instructional practices.
- CEP is provided as well as Teaching & Learning Framework is evident.
- CDT agenda indicates coaching logs
- The Orientation, Induction, and Retention Framework to spotlight teacher leaders is being added.

Indicator 3.5

- There is significant evidence in support of the PLC process at the middle and high school level.
- There is significant evidence to support the processes taking place with district personnel.

piece of evidence?

- Evidence of systematic review process for curriculum, instruction, and assessment is limited to CDT meeting. A suggestion would be a narrative of CDT member roles, agendas, and minutes.
- No program descriptions provided
- No long range plans for high school level.

Indicator 3.3

- May want to make sure that names on summative evaluation is fully blacked out as well as students first and last names on student work.
- Evidence is provided from some elementary schools but not all. Also there is no evidence indicating that teachers from the middle and high school use instructional strategies that require student collaboration, self-reflection and development of thinking skills.
- No evidence of teachers personalizing instructional strategies and interventions to address individual student needs. There is evidence from one classroom close reading module.
- No authentic assessments provided or integration of technology.

Indicator 3.4

- No documentation of lesson plans, gradebook, or other data record systems.

Indicator 3.5

- There is limited evidence for PLC process for the elementary level.
- Protocols are only available for the district, middle, and high school.
- Suggestion: You could use links that take you directly to district and school PLC's on websites.
- There is not ample evidence to support that peer coaching, study teams, discussion of inquiry practices are conducted regularly.

Indicator 3.6

- Benchmark assessments are provided.
- Example of student growth goal provided.
- Expectations of the district are clear in Assessment Framework, Teaching and Learning Framework, and Scoring Guides.
- DILT agenda/minutes show the direction that the district is taking regarding instructional leadership.

Indicator 3.7

- This indicator had evidence of the plans for a systematic teacher induction program for New Hires to the district for 2015-16 school year.
- Agendas, minutes, and sign in sheets indicate that peer observation assignments have been made as well as that teacher induction took place for 2014-15 school year.
- The Transformation Grant and Retention Framework indicate that activities are in place to support the retention and promotion of teacher leaders.

Indicator 3.8

- Community engagement plan is being developed for implementation
- Evidence of some schools holding parent night type of activities several times a year
- Evidence

Indicator 3.9

- There is evidence of an Advocacy Plan in plan as of November 2014.
- The Advocacy Plan lays out that school personnel will participate in a structured design where staff can serve as advocates for student needs.
- Guidance Plans indicate what they do for students, but there is no evidence of activities being carried out or the impact of them

Indicator 3.10

- There is evidence that the district has a standards based grading policy
- There is evidence that the policies are implemented at all schools just not across all courses.

Indicator 3.6

- No exemplars are provided to indicating how they are used to guide and inform students.
- Student growth goal that is provided is based on behavior. It would be more evident of instructional practices if a goal was included regarding curriculum and instruction.
- Does the evidence indicate that **all** teachers in the system use an instructional process that informs students of learning expectations?

Indicator 3.7

- There is no evidence that **all** personnel would be involved in the induction process (i.e. how are you going to involve building level personnel in the coaching and mentoring of new teachers?)

Indicator 3.8

- Need more explanation about the inclusion of the first artifact listed
- There is really no evidence to indicate that the activities are systematic in nature.
- There is lots of evidence presented where families can stay informed of what is going on. Not much evidence is available to prove parents are actively involved in activities.

Indicator 3.9

- Need explanation as to how the High School ILP schedule reflects how teachers advocate for their students.
- No evidence of how the structure is evaluated by the system.
- More evidence is needed to show that school personnel implement the advocacy program.

Indicator 3.10

- There is no evidence that the policy is being carried out by teachers in each building and that is being carried out across all grade levels and courses.

<ul style="list-style-type: none"> • Evidence is provided that there is communication about the expectations of 2014-15 grading policies. • There is evidence that the policy is consistently looked at by the SBG team to evaluate the effectiveness of the policy on practices. • There is evidence that stakeholders are aware of the policies, processes and procedures. <p>Indicator 3.11</p> <ul style="list-style-type: none"> • There is evidence of a district wide professional development plan that teachers have some choice in. • Professional development sessions are aligned to KDE state programs. <p>Indicator 3.12</p> <p>There is evidence that students have been identified for gifted, special education, and intervention services.</p>	<p>Indicator 3.11</p> <ul style="list-style-type: none"> • More evidence is needed for meaningful opportunities for non-certified staff • Evidence of required trainings for classified staff and administrators, but no evidence of professional development activities that promote professional growth and are tied to PGPs • The district Professional growth plan seems to be geared toward state initiatives (i.e. PGES, Program Review, etc) and less toward developing staff in accordance to district beliefs. <p>Indicator 3.12</p> <ul style="list-style-type: none"> • Gifted and talented education handbook is out of date. Several employees are no longer with the district • There is no evidence presented that the identification, implementation, and transition to and from extra services is systematic. There is no outlined formal process. • Gifted opportunities are limited

Standard 4: Resources and Support Systems		Prior Status	2	Current Status	2+
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.				
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.				
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.				
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. (3+)					
4.2: Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.(3+)					
4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.					
4.4 Students and school personnel use a range of media and information resources to support the school's educational programs. (2+)					
4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.					
4.6The school provides support services to meet the physical, social, and emotional needs of the student population being served.					
4.7The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (2)					
Plus			Delta		
Standard 4.1 <ul style="list-style-type: none"> Very thorough on all policy and procedures that the district has in place in the past, present, and future hiring practices. Summary and narratives assisted in navigating 4.1 easily for the review team. It is clear that recruitment, orientation, and retention are a focus of the system. Fiscal resource information is available regarding budgeting and staffing allocations. 			Standard 4.1 <ul style="list-style-type: none"> It is not evident that fiscal funds are ample to sustain the purpose and direction of the district by funding all necessary positions, it is evident that district funds critical positions. 		
Indicator 4.2 <ul style="list-style-type: none"> There is a lot of evidence to indicate that the district is doing all they can to ensure financial resources are spent efficiently. Each school's budget and plan for utilization of that budget is available. School bell and master schedules are available to show the structure of each school's day. 			Indicator 4.2 <ul style="list-style-type: none"> You need to check links. Some are incorrect There is no reference to any policy that protects instructional time. In order to be a "3" it is stated that Instructional time is protected in policy and in practice. There is information about individual school spending plans, but there is NO mention of a District spending plan. Include minutes of meetings where master schedules and bell schedules were approved 		
Indicator 4.3 <ul style="list-style-type: none"> All policies that require safety management plans 			Indicator 4.3 <ul style="list-style-type: none"> Drill logs could be put in place to show that 		

are available.

- Also all inspection records, plans, and activities are available.

Indicator 4.4

- There is a lot of information pertaining to financial allocations tied to strategic academic goals.
- There is evidence of monitoring of strategic goals.
- Long range facility plans are evident

Indicator 4.5

- No evidence provided

Indicator 4.6

- There is evidence that teacher workstations were updated at FCHS.

Indicator 4.7

- There are programs in place to address physical, social, and emotional needs of some students.
- Definitions of various physical abusive behaviors and bullying hotline that the district is going to utilize.
- Evidence indicates that there are processes in place for all students through the RTI Guidebook.

Indicator 4.8

- No evidence provided

emergency management plans are implemented/practiced by all schools.

- Add custodial walkthrough data to show that cleanliness has been monitored and evaluated.
- How do we evaluate the effectiveness of emergency management plans.

Indicator 4.4

- Long range facility plan is not up-to-date
- Strategic plan is more short term than long term
- Need more evidence of implementation of strategic plan.

Indicator 4.5

- No evidence provided

Indicator 4.6

- No evidence that there is currently a plan in place to continuously improve technology services, infrastructure, and equipment.
- No evidence indicating that the technology is modern and updated equipment is provided.

Indicator 4.7

- There is no systematic process to determine physical, social, and emotional needs of all students.
- There is no measure of program effectiveness or plans for improvement.

Indicator 4.8

- No evidence provided

Standard 5: Using Results for Continuous Improvement	Prior Status	2	Current Status	3
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
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Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
5.1: The system establishes and maintains a clearly defined and comprehensive student assessment system.				
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.(3)				
5.3: Professional and support staff are trained in the evaluation, interpretation, and use of data. (2+)				
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. (3-)				
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.				
Plus			Delta	
Indicator 5.1			Indicator 5.1	
<ul style="list-style-type: none"> • Very well organized. • Assessments that are being used are clearly communicated and what their purpose is. • Narratives help navigate the evidence. 			<ul style="list-style-type: none"> • How are we systematically evaluating reliability and effectiveness of our assessments? • Is there a district process for calibration of how extended responses are being score for the benchmark assessment? • Exceptional Learners are not addressed in this Indicator; however evidence supports assessment in the framework. 	
Indicator 5.2			Indicator 5.2	
<ul style="list-style-type: none"> • It is clear to see the data from previous audits as well as systems that are currently in place to target those needs identified. • The information provided is clear and it is easy to see how it matches to this specific indicator. • Evidence of adjustments to strategic plan based on data results 			<ul style="list-style-type: none"> • Reference links to CSIP's and CDIP • Including classroom PDSA would show links from all facets of student learning. 	
Indicator 5.3			Indicator 5.3	
<ul style="list-style-type: none"> • It is clear the professional development that was provided to district staff pertaining to data and student growth goals. • The district level PDSA focuses on support staff (i.e. custodians, paraprofessional input, cooks, and transportation). • Narratives help to navigate the links outside of our district. 			<ul style="list-style-type: none"> • Evidence needs to be provided indicating that all professional and support staff members have been trained in a professional development program. 	
Indicator 5.4			Indicator 5.4	
			<ul style="list-style-type: none"> • Link the school level PLC Frameworks 	

- This indicator is strong.
- PLC framework shows that there are procedures in place.
- PDSA's show that the system and school systematically use results to design, implement and evaluate the results of continuous improvement action steps.

Indicator 5.5

- It is clearly evident that the district is communicating to all stakeholders' comprehensive information about student performance.

- Link the assessment plan for easy access for reviewers.
- Link each school's Teaching and Learning PowerPoint to show improvement and student growth trends at every school.

Indicator 5.5

- Link the district communication plan.
- Is the district PDSA the 30/45/60 plan? This needs to be adjusted if it is; otherwise, the district PDSA's need to be linked.