

## Quality Assurance Progress Report

<b>Project Name:</b>	FC Quality Assurance Team
<b>Report Type:</b>	Bi Weekly Progress Report
<b>For Period:</b>	January 27, 2015
<b>Project Manager:</b>	Stephanie Emmons
<b>Project Members:</b>	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	
<b>Green</b>	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.			
<b>Yellow</b>	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.			
<b>Red</b>	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.			
<b>Plus</b>  •		<b>Delta</b>  •		

Standard 1: Purpose and Direction	Prior Status		Current Status	2
<b>Green</b>	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.			
<b>Yellow</b>	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.			
<b>Red</b>	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.				
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.				
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;"><b>Delta</b></p> <p><b><u>OVERALL</u></b></p> <ul style="list-style-type: none"> <li>You have a lot of documents to go through</li> </ul> <p><b><u>INDICATOR 1.1</u></b></p> <ul style="list-style-type: none"> <li>There is evidence of stakeholder input</li> <li>The purpose statement is clearly focused on student success it could be argued that the wording not as student centered as it could be.</li> </ul> <p><b><u>INDICATOR 1.2</u></b></p> <ul style="list-style-type: none"> <li>There is ample evidence showing a commitment to shared values and beliefs about teaching and learning and its relationship to decision making</li> <li>There is evidence of that commitment being reflected in communication among staff</li> <li>There is evidence of high expectations for all staff</li> </ul> <p><b><u>INDICATOR 1.3</u></b></p> <ul style="list-style-type: none"> <li>There is evidence that leaders use a continuous improvement process through the use of PDSAs.</li> <li>There is evidence are consistently engaged in the process</li> <li>School action steps are present</li> </ul>			<p style="text-align: center;"><b>Delta</b></p> <p><b><u>OVERALL</u></b></p> <ul style="list-style-type: none"> <li>You need to look at your indicators and organization of how you have your evidence posted.</li> <li>To much scavenger hunting for information. The evidence we were looking for was not easily found. Need to work on the organization of this standard. Use the self assessment and the language from the performance levels instead of the list of “possible evidence” to organize your evidence.</li> <li>A lot of the evidence (PDSAs, continuous improvement processes) seems to come from the schools. Not much district documentation is found</li> </ul> <p><b><u>INDICATOR 1.1</u></b></p> <ul style="list-style-type: none"> <li>There is no defined process for the review, revision, and communication of the district purpose. Therefore there was not a record that such a process is being maintained. There is a lot of evidence of meetings where a vision was developed but the process is not clear.</li> <li>Since there is no process clearly outlined there is no evidence that there is implementation with fidelity on a regular basis</li> <li>There is no evidence that participation by representatives were selected at random</li> </ul> <p><b><u>INDICATOR 1.2</u></b></p> <ul style="list-style-type: none"> <li>The link that says it goes to ELEOT actually takes you to the district walkthrough document. It would be beneficial to have a link to both since they both are being utilized.</li> <li>More evidence is needed to show that leadership and</li> </ul>	

	<p>staff hold each other accountable.</p> <ul style="list-style-type: none"> <li>• More evidence is needed to show how system personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.</li> </ul> <p><b><u>INDICATOR 1.3</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• District goals for improvement is not evident</li> <li>• There are no district level action plans with measurable objectives, strategies, activities, and resources and timelines for achieving the goals.</li> <li>• No documentation was found that show school personnel hold one another accountable</li> <li>• No evidence that the process is reviewed regularly</li> <li>• No documentation linking district continuous improvement process to improved student achievement and instruction</li> <li>• 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.</li> </ul> <p><b><u>Indicator 1.4</u></b></p> <ul style="list-style-type: none"> <li>• No documentation that all stakeholder groups are engaged in the process.</li> <li>• Only included PowerPoints and communication from two schools. There is evidence from the other schools that could be uploaded.</li> <li>• T &amp; 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.</li> <li>• There is no documentation as to how the processes are reviewed and evaluated.</li> <li>• 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.</li> </ul>
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Standard 2: Governance and Leadership	Prior Status		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.			
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.			
2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.				
2.2 The governing body operates responsibly and functions effectively.				
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.				
2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.				
2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.				
2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.				
<p style="text-align: center;"><b>Plus</b></p> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Indicator 2.1</b></p> <ul style="list-style-type: none"> <li>Lots of information</li> <li>Including support mechanism and giving direction this could be a 4.</li> <li>Policies and practices listed support facilities, management, instruction, and professional growth.</li> </ul> <p><b>Indicator 2.2</b></p> <ul style="list-style-type: none"> <li>This entire demonstrator is a level 3 out of 4.</li> </ul> <p><b>Indicator 2.3</b></p> <ul style="list-style-type: none"> <li>This demonstrator has an example of every possible piece of evidence that was listed on the Self-Assessment Workbook.</li> </ul>		<p style="text-align: center;"><b>Delta</b></p> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>No evidence for 2.5 and 2.6 which did not let the team provide a thorough review of the standard.</li> </ul> <p><b>Indicator 2.1</b></p> <ul style="list-style-type: none"> <li>SBDM policies were represented from only one school.</li> <li>Cannot access PD plan</li> <li>Professional growth ALL staff... classified?</li> <li>How are you assisting custodian, paraprofessionals, other classified show growth?</li> </ul> <p><b>Indicator 2.2</b></p> <ul style="list-style-type: none"> <li>Non accessible governing authority minutes related to training</li> <li>For district funding assurances need to identify page # of board minutes for easy navigation</li> <li>Civil right compliance review does not link</li> <li>To move this demonstrator to a status of 4, PD curriculum around conflict resolution needs to be included.</li> </ul> <p><b>Indicator 2.3</b></p> <ul style="list-style-type: none"> <li>cannot access strategic plan survey</li> <li>How can the district show consistency?</li> <li>The evidence is here but does it support the staff as a whole.</li> </ul>		

<p><b>Indicator 2.4</b></p> <ul style="list-style-type: none"> <li>• There was evidence that supports the indicator.</li> </ul>	<p><b>Indicator 2.4</b></p> <ul style="list-style-type: none"> <li>• Additional support could include all school PDSA's.</li> <li>• No examples of aligned school's decisions with purpose statements.</li> <li>• PDSA's, 30/60/90, etc. will support continuous improvement plans and educational programs.</li> </ul>
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Standard 3: Teaching and Assessing for Learning	Prior Status		Current Status	
<b>Green</b>	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.			
<b>Yellow</b>	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.			
<b>Red</b>	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 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.				
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 engage students in their learning through instructional strategies that ensure achievement of learning expectations.				
3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.				
3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.				
3.6 Teachers implement the school's instructional process in support of student learning.				
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.				
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.				
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;"><b>Plus</b></p> <p style="text-align: center;">•</p>		<p style="text-align: center;"><b>Delta</b></p> <p style="text-align: center;">•</p>		

Standard 4: Resources and Support Systems	Prior Status		Current Status	
<b>Green</b>	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.			
<b>Yellow</b>	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.			
<b>Red</b>	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.				
4.2: Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.				
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.				
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.				
<p style="text-align: center;"><b>Plus</b></p> <ul style="list-style-type: none"> <li><b>No evidence submitted.</b></li> </ul>		<p style="text-align: center;"><b>Delta</b></p> <ul style="list-style-type: none"> <li><b>No evidence submitted.</b></li> </ul>		

<b>Standard 5: Using Results for Continuous Improvement</b>	<b>Prior Status</b>		<b>Current Status</b>	<b>2</b>
<b>Green</b>	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.			
<b>Yellow</b>	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.			
<b>Red</b>	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.				
5.3: Professional and support staff are trained in the evaluation, interpretation, and use of data.				
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.				
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.				
<p style="text-align: center;"><b>Plus</b></p> <p><b><u>Overall</u></b></p> <ul style="list-style-type: none"> <li>Organization of the artifacts is easy to use and maneuver.</li> <li>This indicator as a whole was strong and with some additional evidence and/or explanation as to how some documents support the indicator this standard could easily move to green.</li> <li>Fluid transparency from the district with this review and all the evidence that supports the districts processes to support where we are.</li> </ul> <p><b><u>Indicator 5.1</u></b></p> <ul style="list-style-type: none"> <li>Very well organized.</li> <li>Assessments that are being used are clearly communicated and what their purpose is.</li> </ul> <p><b><u>Indicator 5.2</u></b></p> <ul style="list-style-type: none"> <li>It is clear to see the data from previous audits as well as systems that are currently in place to target those needs identified.</li> <li>The information provided is clear and it is easy to see how it matches to this specific indicator.</li> </ul> <p><b><u>Indicator 5.3</u></b></p> <ul style="list-style-type: none"> <li>Once again the evidence provided is clear to the focus of the indicator. It is clear that central office staff has been trained in the use of data regarding CASE 21.</li> <li>It is clear the professional development that was provided to district staff pertaining to data and</li> </ul>		<p style="text-align: center;"><b>Delta</b></p> <p><b><u>Overall</u></b></p> <ul style="list-style-type: none"> <li>Documents from other districts or organizations. Add a narrative to these documents as to how they were utilized by FC Schools.</li> </ul> <p><b><u>Indicator 5.1</u></b></p> <ul style="list-style-type: none"> <li>Add additional assessments that the district utilizes Brigrance, Raven, Alternate KPREP to show assessment of all student demographics. This is added in the assessment plan.</li> <li>IXL is an additional web-based platform that is used at the elementary level</li> <li><b>How are we systematically evaluating reliability and effectiveness of our assessments?</b></li> <li>You may want to include the link to the District Assessment Plan for easy access for the review team.</li> <li>Is there a district process for calibration of how extended responses are being score for the benchmark assessment?</li> </ul> <p><b><u>Indicator 5.2</u></b></p> <ul style="list-style-type: none"> <li>Is there a Race to Excellence document for the high school? Does the district have a Race to Excellence format describing use of funds?</li> <li>Survey data was not linked</li> <li>The website says school and district PDSA's; however, there are only links to PDSA's for the schools.</li> <li>Unsure as to what the rationale is for the ratings given on the Common Core Configuration Maps.</li> </ul>		



student growth goals.

**Indicator 5.4**

- This indicator is strong. There is evidence of growth in the schools and with a bit more evidence of middle school growth in Explore and post-secondary data for the high school it could be moved to green.

**Indicator 5.5**

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

- How are we using data to **evaluate** continuous improvement plans?
- There are links to the audits that the district has gone through over the last several years; however, we do not see this... "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."
- Link each schools Teaching and Learning PowerPoint to show improvement and growth trends.
- Reference links to CSIP's and CDIP

**Indicator 5.3**

- There are documents from other states educational departments. Provide a narrative as to how this was used in FC.
- Link Systems Training PowerPoint, several stakeholders at multiple levels were in attendance.
- No District PDSA, only schools were available.
- The Transparency Document from Privacy Technical Assistance Center; how is it being used in the district?

**Indicator 5.4**

- Link the school level PLC Frameworks
- Link the assessment plan for easy access for reviewers.
- Link each schools Teaching and Learning PowerPoint to show improvement and growth trends.
- The T & L PowerPoints will show that the elementary schools and middle school had gains in accountability. Middle school growth on Explore is not in the accountability PowerPoint that was presented to the board.
- The Transparency Document from Privacy Technical Assistance Center; how is it being used in the district?
- Provide the data that the FCHS counselors gather on student performance for post-secondary. Where are our students after high 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.