

STANDARD 5

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.

FULLY IMPLEMENTED	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED
-------------------	-----------------------	-----------------

5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.

Level 4 School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.


Level 3 School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 2 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.

Level 1 School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

TEAM RATING: 2- THERE IS EVIDENCE LEADING IN THE DIRECTION OF BOTH LEVEL 2 AND 1. WE HAVE A BIAS-FREE ASSESSMENT SYSTEM IN PLACE, BUT ASSESSMENTS AREN'T ACROSS ALL CLASSROOMS (SCIENCE, SOCIAL STUDIES).

FEEDBACK: & RECOMMENDATIONS FOR IMPROVEMENT:

+	
*ASSESSMENT ARE BIAS FREE, BUT WE AREN'T CHECKING ITS EFFECTIVENESS AT IMPROVING INSTRUCTION.	<ul style="list-style-type: none"> • NO EVIDENCE OF STAFF SURVEY RELATED TO THIS INDICATOR • NO EVIDENCE OF LOCALLY DEVELOPED CLASSROOM ASSESSMENTS

	<ul style="list-style-type: none"> • NO EVIDENCE ASSESSMENT SYSTEM IS REGULARLY EVALUATED (EXAMPLE: COMPLETED BENCHMARK FEEDBACK FORMS) • NO ASSESSMENT SYSTEM IN PLACE ACROSS ALL CLASSROOMS (SOCIAL STUDIES, SCIENCE) <ul style="list-style-type: none"> • COULD INCLUDE SCHEDULES PERTAINING TO ASSESSMENTS BEING USED. • DOCUMENTATION OF HOW ASSESSMENT DATA IS BEING USED FOR CONTINUOUS IMPROVEMENT.
--	--



FULLY IMPLEMENTED	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED
--------------------------	------------------------------	------------------------

<p>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.</p> <p>Level 4 Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.</p> <p>Level 3 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.</p> <p>Level 2 Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.</p> <p>Level 1 Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.</p>

TEAM RATING: 2

FEEDBACK: & RECOMMENDATIONS FOR IMPROVEMENT:

COULD WE ADD SAMPLES FROM SCHOOLS TO ENSURE “COMPARISON AND TREND DATA THAT PROVIDE A COMPLETE PICTURE OF STUDENT LEARNING, INSTRUCTION, AND EFFECTIVENESS PROGRAMS?”

	
<p>THERE IS A WIDE VARIETY OF DATA SOURCES AVAILABLE. SURVEY MONKEY, ELEOT, AND OTHER DATA IS AVAILABLE.</p>	<p>UPDATE DISTRICT ASSESSMENT FRAMEWORK FOR 2015-16 SCHOOL YEAR HOW ARE WE COMMUNICATING THE DISTRICT ASSESSMENT PLAN TO ALL STAFF?</p> <p>PDSA EXAMPLES ARE 2 YEARS OLD. CAN WE ADD MORE RECENT PDSAs TO SHOW GROWTH?</p> <p>UPLOAD MORE RECENT 30/45/60 FOCUS PLANS</p> <p>EVIDENCE DESCRIPTIONS STATE, “PDSAs WERE CREATED USING THE DATA COLLECTED DURING THE AUDIT AND HAVE NEEEM CONTINUALLY UPDATED AS IMPROVEMENTS OCCURRED.” WHERE ARE THESE PDSAs FROM THE MANAGEMENT AUDIT?</p> <p>INCLUDE PDSAs AND OTHER DATA FROM EVERY GRADE LEVEL.</p>

FULLY IMPLEMENTED

PARTIALLY IMPLEMENTED

NOT IMPLEMENTED

5.3 Professional and support staff are trained in the evaluation, interpretation and use of data.

Level 4 All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.

Level 3 All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.

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

Level 1 Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.

TEAM RATING: 2

FEEDBACK: & RECOMMENDATIONS FOR IMPROVEMENT: HOW WILL THE DIAGNOSTIC REVIEW TEAM ADDRESS "ALL PROFESSIONAL AND SUPPORT STAFF? FURTHERMORE, COULD WE START COLLECTING PLC DATA TO SHOW HOW TEACHERS ARE TRAINED IN THE EVALUATION, INTERPRETATION, AND USE OF DATA?"

+



WE HAVE DATA MATERIALS TO TRAIN WITH, BUT NO TEAM AT DISTRICT OR SCHOOL LEVEL TO USE THIS MATERIAL

EVIDENCE SAYS WE HAVE A DATA TEAM, BUT THERE IS NOT LINK AS TO WHO IS ON THAT TEAM

PROFESSIONAL DEVELOPMENT PLAN IS OUTDATED AND NO PD HAS DATA. TALKS ABOUT ASSESSMENTS , BUT NO TRAINING DATE

FULLY IMPLEMENTED

PARTIALLY IMPLEMENTED

NOT IMPLEMENTED

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

Level 4 Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently 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.



Level 3 Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently 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.

Level 2 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.

Level 1 An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

TEAM RATING: 2

FEEDBACK: & RECOMMENDATIONS FOR IMPROVEMENT: SOLID EVIDENCE EXISTS FOR THIS INDICATOR. HOW CAN WE SHOW “VERIFIABLE IMPROVEMENT IN STUDENT LEARNING” TO A GREATER EXTENT? ARE THERE EXEMPLAR LONG-RANGE PLANS ACROSS A VARIETY OF GRADE LEVELS? IS THERE LONGITUDINAL DATA IN PLACE AND DISCUSSED DURING PLCs ACROSS ALL GRADE LEVELS AND CONTENT AREAS? SHOWING SOME OF THIS EVIDENCE WILL LIKELY SCORE A 3 OR HIGHER.

	
A DATA PROTOCOL EXISTS	UPDATE PLC PROTOCOL(s) (FCHS HAS AN UPDATED PROTOCOL)
PLC PROTOCOL IS USED WHEN DISCUSSING DATA	DATA PROTOCOL SHOULD BE SHARED WITH ALL TEACHERS
PDSAs FOR SCHOOLS ARE AVAILABLE	THE DATA PROTOCOL IS UPDATED TWICE
DISTRICT PDSA IS UPLOADED	NO UPDATED EVIDENCE OF USING KPREP EVIDENCE FOR 2014-15.


<p>PROGRESS REPORTS ARE AVAILABLE</p> <p>SURVEY DATA IS AVAILABLE FROM THE PREVIOUS SCHOOL YEAR</p>	<p>INCLUDE VERTICAL TEAM MEETINGS/ARTIFICATS AS POSSIBLE EVIDENCE</p> <p>MENTION OF INSTRUCTIONAL UPDATES AT BOARD MEETINGS BUT THERE ARE NO BOARD BRIEFS TO SUPPORT THIS EVIDENCE</p> <p>SCHOOL REPORT CARD NEEDS UPDATE (I THINK APRIL 2016 IS THE DEADLINE)</p> <p>ALL DISTRICT AND SCHOOL PDSAS SHOULD BE UPDATED AND UPLOADED. THESE ARE GOOD DOCUMENTS, BUT THEY ARE DATED.</p> <p>PROGRESS REPORT: DID WE FOLLOW THROUGH ON THE 90-DAY PERIOD? NEED TO UPDATE TO 2015-16</p> <p>THERE IS EVIDENCE OF TRANSITION AT THE HIGH SCHOOL, BUT WE DON'T SEE ANY EVIDENCE FOR OTHER SCHOOLS. (COULD WE INCLUDE A SCHEDULE/MEETING MINUTES FROM VERTICAL TEAMS?)</p> <p>PROTOCOLS EXIST FOR PDSAs AND PLCs, BUT WHAT KIND OF EVIDENCE DO WE HAVE THAT SHOWS WE ARE CONSISTENTLY MONITORING OR EVALUATING THESE?</p>
---	--

FULLY IMPLEMENTED	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED
-------------------	-----------------------	-----------------

<p>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> <p><i>Level 4</i> Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.</p> <p><i>Level 3</i> Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.</p> <p><i>Level 2</i> 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.</p> <p><i>Level 1</i> Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.</p>

TEAM RATING: 3

FEEDBACK: & RECOMMENDATIONS FOR IMPROVEMENT: THERE ARE SEVERAL POSITIVE PIECES OF EVIDENCE FOR THIS STANDARD. THE TEAM HAS CONCERNS WHETHER OR NOT ALL STAKEHOLDER GROUPS ARE BEING ADEQUATELY ADDRESSED (I.E. "MULTIPLE DELIVERY METHODS AND IN APPROPRIATE DEGREES OF SOPHISTICATION"). IS THERE ANY DOCUMENTATION FROM THE SUPERINTENDENT ENGAGING/SURVEYING THE COMMUNITY? WE KNOW THAT DR. CREASMAN MAKES SEVERAL APPEARANCES AT LOCAL GROUPS. COULD DOCUMENTING THESE INSTANCES SATISFY THE LANGUAGE IN THE LEVEL 4 PORTION OF THE RUBRIC?

+	
POSTED PDSAs AND 30-45-60-90 PLANS AVAILABLE ON DISTRICT WEBSITE MONTHLY NEWSLETTER ARCHIVES	UPDATE SCHOOL REPORT CARDS AND SCHOOL ATTENDANCE REPORTS (LAST UPDATED 2013, 2014, & 2015 ARE ALL TEACHING & LEARNING REPORTS UPDATED AND VISIBLE? WILL THERE BE ANOTHER DISTRICT ASSESSMENT PRIOR TO THE REVIEW?