Standards Assessment Report Template

AdvancED District Accreditation

For NCA CASI and SACS CASI Districts

Introduction & Purpose of Report

Welcome to the AdvancED Standards Assessment Report.

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report includes five sections: 1) executive summary of the school system profile; 2); a review of each standard; 3) a description of the school system's methods for quality assurance; 4) optional online peer-to-peer submission; and 5) conclusion.

The executive summary of the school system profile provides an opportunity for the school system to give a snapshot of the system's vision, goals, demographics, and community characteristics. This section helps provide the context for the standards assessment report.

The review of each standard is divided into four components: 1) the Indicators rubric; 2) Indicators evidence; 3) focus questions; and 4) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The Indicators evidence allows school system personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school system stakeholders engage in a discussion about how it knows it is adhering to the standards. The section asks, "What practices/processes are

being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

The description of the school system's methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The optional peer-to-peer submission section asks the school system to share an effective practice. The submission allows the school system to highlight a practice that it feels is indicative of the quality work occurring across the system and its schools. The review team may refer to the practice and use it as the basis for identifying other successful practices occurring in the school system. In addition, the practice is included in the online AdvancED Resource Network where it can be accessed by other AdvancED schools and school systems.

The conclusion provides an opportunity for the district to share final insights and information.

Completion and Submission of the Report
This Standards Assessment Report is to be completed by the school system between six months and six weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system's community participate in completing this report. The report will become the basis of the Quality Assurance Review Team's review.

Directions for Completing the Report
Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity. If you use this document as a working draft of your report, please note that when you copy and paste content from this document to your web-based Standards Assessment Report, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Confirm Demographics

Please enter your demographics information below.

District Name:	South Sarpy District 46
Grade(s):	Pre-K through 12
Enrollment:	1035
Religious Denomination:	None
# Unit Schools:	None
# Middle Schools:	1
# High Schools:	1
# Other:	
# Elementary Schools:	2
# Head of Institution Name:	Dr. Chuck Chevailer
# Head of Institution E-mail:	chevalier@sarpy46.org
# Head of Institution Phone:	402-592-1300

Executive Summary of School System Profile

Provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

See attached document.

Standard 1 - Vision & Purpose

STANDARD: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric

Not Evident	Little or no evidence exists
Emerging practice	Evidence indicates early or preliminary stages of implementation of
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS In fulfillment of this standard, the system:	Not Evident	Emerging	Operational	Highly Functional
1.1 Establishes a vision for the system in collaboration with its stakeholders		X		
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support		X		

1.3	Identifies system-wide goals and measures to advance the vision		X		
1.4	Develops and continuously maintains a profile of the system, its students, and the community		X		
1.5	Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services		X		
1.6	Reviews its vision and purpose systematically and revises them when appropriate		X		

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

Creating the vision has been a shared process. Two years ago, during the beginning of the year in-service days, staff was placed in mixed groups pre-K through grade 12. They were asked to review articles that described effective schools. Each group was then asked to summarize what was needed in order to have an effective school. That list became the beginning our vision statements. The superintendent formulated statements and those statements have been through our leadership decision making model over the course of the past year and a half. After a couple of revisions, it was presented again to staff this past September for final review.

This current year the district has set aside time for staff to become familiar with the AdvancED Standards and to look at what we do as a system to meet those standards. These standards helped many staff to better understand some of the vision statements and district initiatives.

The vision is then communicated in various ways:

- School Improvement Handbook,
- Student-Parent Handbooks,
- Teacher Handbooks,
- Posted in all classrooms/buildings, and
- Newsletters.

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

Information describing our system is available in two places: 1) the Nebraska Department of Education website (www.nde.state.ne.us) under the state of the schools report and 2) the district webpage (www.sarpy46.org) where you can find the Annual Report and the district profile.

Data is analyzed through the curriculum process, during all school in-services, at the building and district level, and during grade level/department PLC meetings. We are just emerging in the data analysis area. We are working to find a more systemic way to continually compile, analyze and make decisions as a system. Teachers currently do data analysis at a grade level/classroom level in order to create learning groups and plan for instruction that meets the needs of all students.

3. How does leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

Leadership ensures that the system's vision, purpose and goals guide the work of the school system and its schools through:

- The district's leadership decision making model—This process aligns the district vision and goals from the board of education to the grade level/department SMART goals.
- The curriculum development process—The district begins designing curriculum backwards from the mission.
- Professional development offerings—The district provides multiple types of support for staff district initiatives.
- The PLC process—The district implements late starts on Monday for grade level and department teams to collaboratively clarify learning targets, develop/administer common assessments, analyze student results, and plan for learning based upon those results. Minutes from those meetings are submitted to the administration weekly.
- Scheduling—The elementary schedule has also been changed to an 8 day schedule to create blocks of time for teachers to collaborate within buildings.
- High school changes—Because of the vision, this year, Platteview High School has implemented teaming at the 9th grade, homework and attendance policies have been updated, the SAT process has been revised, and we are currently working on increasing graduation requirements.
- Appraisal processes—The teacher and administrator appraisal processes are currently being revised.
- The budget process—In the district, resources are prioritized and allocated to support the vision and goals.
- The Board of Education's Annual Retreat—The board meets every July to review results and begin to set goals for the upcoming school year.

4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

The district's mission, vision, and goals are reviewed annually through the district's leadership decision-making model.   This review occurs in the summer by the district leadership team including all building principals and the superintendent. The result of that dialogue is then taken by the superintendent to formulate a more formal document to be shared with the board of education during their July retreat. The board uses this information to set their goals. Also, building principals work with their building leadership teams to set building goals and begin to develop plans which support the mission and vision for the upcoming school year. We know we need a more systemic process for formal data analysis. We are currently analyzing data throughout the year as the data is made available to us.

As we began the Professional Learning Community work, Dr. Chevalier developed rubrics to help administrators and staff self-evaluate where they were currently in this process and assist them in what full implementation would look like. The rubrics were to assist administrators and staff in their planning. (Rubrics can be located in the School Improvement Handbook.)

Professional development is an embedded part of this process. Many opportunities exist for staff. Book studies at the administrative and teacher level; in-district/local/regional/national workshops and conferences; and Professional Learning Teams. These offerings help us to remain current on research and best practices in teaching and learning.

Overall Assessment for Vision & Purpose

☐	Not Evident	The school system has not committed to a shared purpose and direction. The system has little or no evidence that expectations for student learning are aligned with the system's vision with little support by system and school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance, system and school effectiveness. The vision has little influence on allocations of time and human, material, and fiscal resources.
X☐	Emerging	The school system has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The system is developing expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance, system and school effectiveness but the process is not fully in place. The vision has some influence on allocations of time and human, material, and fiscal resources.
☐	Operational	The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.
☐	Highly Functional	The school system has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is fully supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

Standard 2 - Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric

Not Evident	Little or no evidence exists
Emerging practice	Evidence indicates early or preliminary stages of implementation of
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:	Not Evident	Emerging	Operational	Highly Functional
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system			X	

2.2	Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system			X	
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations				X
2.4	Implements policies and procedures that provide for the orientation and training of the governing board				X
2.5	Builds public support, secures sufficient resources, and acts as a steward of the system's resources		X		
2.6	Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				X
2.7	Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations			X	
In fulfillment of this standard, the system has leadership that:					
2.8	Provides for systematic analysis and review of student performance and school and system effectiveness		X		
2.9	Creates and supports collaborative networks of stakeholders to support system programs		X		
2.10	Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals		X		
2.11	Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership		X		
2.12	Assesses and addresses community expectations and stakeholder satisfaction		X		
2.13	Implements an evaluation system that provides for the professional growth of all personnel		X		

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
2.1	Governance Policy handbooks: board, district, school	Artifact	
2.1	District-wide Staff and/or student handbooks	Artifact	
2.1	Organizational chart	Artifact	
2.1	Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer	Artifact	
2.1	Local, state, and federal policy handbooks	Artifact	
2.1	Agendas, minutes of governing authority meetings	Artifact	
2.1	Other:	Artifact	
2.1	Staff and students affirm their understanding of emergency and operational procedures	Practice	

2.1	Governing authority affirms understanding of their role in the operation of the school/district	Practice		
2.1	Stakeholders affirm understanding of operational procedures	Practice		
2.1	Students and staff affirm their understanding of discipline policies and due process	Practice		
2.1	Other:	Practice		
2.2	Governing Board Policies demonstrate leadership prerogatives	Artifact		
2.2	Organizational chart	Artifact		
2.2	Policies demonstrate protocols for remediation and due process	Artifact		
2.2	Succession plan demonstrates leadership transitions	Artifact		
2.2	Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined	Artifact		
2.2	Other:	Artifact		
2.2	District staff are knowledgeable about leadership prerogatives	Practice		
2.2	District staff are knowledgeable about organizational chart	Practice		
2.2	District staff demonstrate knowledge about due process	Practice		
2.2	Other:	Practice		
2.3	Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED	Artifact		
2.3	Documentation of utilization of all requirement elements of curriculum standards	Artifact		
2.3	Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX	Artifact		
2.3	Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions	Artifact		
2.3	Documentation of adherence to ethical business practices	Artifact		
2.3	Other:	Artifact		
2.3	District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance	Practice		
2.3	Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures	Practice		
2.3	Stakeholders affirm compliance with ethical business practices	Practice		
2.3	Stakeholders are involved in the establishment and monitoring of adherence to all regulations	Practice		
2.3	District staff are knowledgeable about curriculum standards	Practice		
2.3	District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process	Practice		

2.3	Other:	Practice	
2.4	Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined	Artifact	
2.4	Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined	Artifact	
2.4	Policies and procedures for governing board training and orientation	Artifact	
2.4	Other:	Artifact	
2.4	District staff and governing board members affirm their participation in orientation and training	Practice	
2.4	District staff and governing board members affirm their knowledge of governing board policies and procedures	Practice	
2.4	Other:	Practice	
2.5	Documentation of adherence to ethical business practices	Artifact	
2.5	Policies and procedures for fiscal planning: short-term and long-range	Artifact	
2.5	Other:	Artifact	
2.5	Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures	Practice	
2.5	Stakeholders affirm compliance with ethical business practices	Practice	
2.5	Other:	Practice	
2.6	Documentation of resolutions of any complaints	Artifact	
2.6	Documentation of access to legal counsel	Artifact	
2.6	Other:	Artifact	
2.6	District staff are knowledgeable about access to legal counsel	Practice	
2.6	District staff are knowledgable about due process and complaint resolution	Practice	
2.6	Staff and students affirm their involvement in the accreditation process	Practice	
2.6	Other:	Practice	
2.7	Policies and procedures for protecting assets and financial resources	Artifact	
2.7	Policies and procedures for investments	Artifact	
2.7	Other:	Artifact	
2.7	District staff affirm knowledge and support for the district's fiscal responsibility	Practice	

2.7	District staff affirm knowledge of district's insurance carrier, policies, and procedures	Practice	
2.7	Other:	Practice	
2.8	Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.	Artifact	
2.8	District Staff meetings: agenda, mintues, decision points	Artifact	
2.8	Advisory Committee: agenda, minutes	Artifact	
2.8	Record of student performance data analysis	Artifact	
2.8	Student database management system	Artifact	
2.8	Student performance database for formative assessments	Artifact	
2.8	Other:	Artifact	
2.8	Student performance data are used during district staff meetings	Practice	
2.8	Student performance data are used for extra-curricular planning	Practice	
2.8	District staff affirm the use of student performance and organizational effectiveness data for planning	Practice	
2.8	Staff and students affirm their involvement in the accreditation process	Practice	
2.8	Other:	Practice	
2.9	Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities	Artifact	
2.9	Policies for staff/student leadership opportunities outside the district environment	Artifact	
2.9	Website provides forum for feedback and dialogue	Artifact	
2.9	Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities	Artifact	
2.9	Accreditation team members are representative of staff and students	Artifact	
2.9	Calendar, agendas, minutes of stakeholder meetings	Artifact	
2.9	Record of co-curricular organizations and activities: calendars, membership, sponsors	Artifact	
2.9	Committee members are representative of all stakeholder groups	Artifact	
2.9	Parent/community compacts	Artifact	
2.9	Record of Advisory Committees: calendars, membership, minutes	Artifact	
2.9	Stakeholder survey data	Artifact	
2.9	Other:	Artifact	

2.9	Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations	Practice	
2.9	Stakeholders affirm a sense of belonging and engagement	Practice	
2.9	Stakeholders affirm their involvement in a district-wide decision-making process	Practice	
2.9	Stakeholders affirm their involvement on committees	Practice	
2.9	Stakeholders affirm their involvement in the accreditation process	Practice	
2.9	Other:	Practice	
2.10	Policies demonstrate established student performance targets, measures, and strategies	Artifact	
2.10	Guidelines outline expectations for instructional standards	Artifact	
2.10	Guidelines outline expectations for student performance	Artifact	
2.10	Organizational chart reflects allocation of support for student performance targets	Artifact	
2.10	Budget reflects allocation of support for student performance targets	Artifact	
2.10	Other:	Artifact	
2.10	District staff are knowledgeable about student performance targets	Practice	
2.10	District staff are knowledgeable about the alignment of resources to support student performance	Practice	
2.10	District-wide walk-abouts demonstrate monitoring of instructional practices	Practice	
2.10	Other:	Practice	
2.11	Calendar, agendas, minutes of stakeholder meetings	Artifact	
2.11	Committee members are representative of all stakeholder groups	Artifact	
2.11	Parent/community compacts	Artifact	
2.11	Accreditation team members are representative of stakeholder groups	Artifact	
2.11	Other:	Artifact	
2.11	Stakeholders affirm their involvement in a district-wide decision-making process	Practice	
2.11	Stakeholders affirm their involvement on committees	Practice	
2.11	Policies and procedures established for the inclusion of all stakeholers into appropriate district-wide decision making processes	Practice	

2.11	Other:	Practice	
2.12	Record of Advisory Committees: calendars, membership, minutes	Artifact	
2.12	Stakeholder survey data	Artifact	
2.12	Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities	Artifact	
2.12	Other:	Artifact	
2.12	District staff are knowledgeable about the results of a community satisfaction survey	Practice	
2.12	Stakeholders affirm their satisfaction with their level of involvement	Practice	
2.12	Other:	Practice	
2.13	Policies demonstrate evaluation criteria, timelines, and termination processes	Artifact	
2.13	Documentation of salary schedules	Artifact	
2.13	Handbooks demonstrate staff evaluation system	Artifact	
2.13	Policies demonstrate professional growth opportunities	Artifact	
2.13	Professional development plan for all staff	Artifact	
2.13	New staff orientation materials	Artifact	
2.13	Other:	Artifact	
2.13	District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated	Practice	
2.13	District staff are knowledgeable about access to and participation in a professional growth program	Practice	
2.13	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the system and its school?

The board of education establishes policy by collaborating with the community and administrative team and based upon legislative mandates. The administrative team communicates policy to staff. Board minutes are published in the *Papillion Times* and will be published on the district's websites. Communication also happens through the leadership decision making model.

Policy revision occurs with the assistance of legal counsel. The board of education has a first reading and discussion. Changes (if any) are made. Then, after a second reading the policy may be approved. Policy handbooks are kept each building. Currently, the district is revising many policies. As policies are updated, the intent is for new policy books to be made for each building. Some policies are in the Student/Parent Handbook.

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

System effectiveness is evaluated by data and results from various sources:
- Parent/student/staff surveys,
- Student grades,
- Student attendance,
- CRT's, MAP/Terra Nova, SMART goals; NeSA results,
- Behavior referrals,
- Teacher and administrative appraisal processes,
- Team meeting minutes or team meeting observations,
- PLC minutes and observations,
- Specific review of programs and interventions,
- Challenging school improvement process, and
- Student participation/enrollment in courses/activities.

3. What ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

Staff provides leadership and contributes to the decision-making process through the district's leadership decision making model. Input is given during the curriculum development process through PLC's and quarterly curriculum surveys. Staff are also surveyed to determine professional development needs/interests and to determine the effectiveness of any professional development offerings. A climate survey is administered to staff in February every other year. The district's SAT process also allows for teacher input.

Students have input through student council, student leadership teams, and district surveys.

Parents have input through PTO's and the Booster Club, Parent Teacher conferences, IEP's and district administered surveys.

Parents and community have input through the Community Advisory Team which started in January of 2010. Parents and community also have input via direct contact with building principals and the superintendent.

All stakeholders have input to building and central office leadership through an "open door policy."

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

The PLC process requires teams to collaborate on setting a SMART goal and to meet the needs of all students. The process requires teachers to address 4 questions:

1) What is it we expect kids to learn?
2) How will we know when students have learned it?
3) How will we respond when they don't learn?
4) How will we respond when they already know it?
As a system, we then ask:
5) How will we develop a system that supports questions #1 though 4?

Teams are beginning to look at disaggregated data to see if there are any discrepancies/gaps among subgroups in our district. We also look at quartiles. Teams document progress, create interventions, and rely on results. Staffs are supported with professional development and time.

The curriculum process includes an examination of current research and best practices prior to the development of the new curriculum. To support innovation, the district has also developed a 21st Century Skills committee to study and develop a statement of those skills for the district. Staff has also been supported with training in this area and stipends for redesigning curriculum, instruction and assessment with those skills as the focus. The curriculum process focuses on those 21st Century Skills to assist in assessment development and unit design (Stages 2 and 3 of Understanding by Design).

Overall Assessment for Governance & Leadership

☐	Not Evident	The school system has leaders who have not established or are currently establishing processes to develop the system's vision and improvement efforts. The leaders' process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.
☐	Emerging	The school system has leaders who have established processes to develop the system's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied.
X ☐	Operational	The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the system, and the results are varied.
☐	Highly Functional	The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for system and school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the system and its schools functions.

Standard 3 - Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric

Not Evident	Little or no evidence exists
Emerging practice	Evidence indicates early or preliminary stages of implementation of
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS In fulfillment of this standard, the system:	Not Evident	Emerging	Operational	Highly Functional
3.1 Develops, articulates, and coordinates curriculum based on clearly-defined expectations for student learning, including essential knowledge and skills		X		
3.2 Establishes expectations and supports student engagement in the			X	

#	Description				
	learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning				
3.3	Ensures that system-wide curricular and instructional decisions are based on data and research at all levels	X			
3.4	Supports instruction that is research-based and reflective of best practice		X		
3.5	Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity	X			
3.6	Allocates and protects instructional time to support student learning		X		
3.7	Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment	X			
3.8	Supports the implementation of interventions to help students meet expectations for student learning		X		
3.9	Maintains a system-wide climate that supports student learning		X		
3.10	Ensures that curriculum is reviewed and revised at regular intervals		X		
3.11	Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction	X			

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
3.1	Policy on credit requirements for program completion	Artifact	
3.1	District provides guidelines for lesson plan development that include learning objectives	Artifact	
3.1	Curriculum pacing guides	Artifact	
3.1	District-wide curriculum committee: review cycle, adoption/approval policies/criteria, membership	Artifact	
3.1	Formative assessments: quarterlies, etc.	Artifact	
3.1	Syllabi or course catalogues	Artifact	
3.1	Policies on grading criteria	Artifact	
3.1	Graphs, charts, displays of student learning goals	Artifact	
3.1	Communication of NCLB performance targets	Artifact	
3.1	Student Handbook outlines student learning expectations	Artifact	
3.1	District-wide master schedule; hours of instruction	Artifact	
3.1	Special program promotion, completion requirements	Artifact	
3.1	Individualized Development Plans	Artifact	

3.1	Textbooks and text selection criteria are aligned to learning goals, curriculum	Artifact	
3.1	Other:	Artifact	
3.1	District staff can articulate student learning expectations	Practice	
3.1	Students affirm their knowledge of what is expected of them	Practice	
3.1	Staff can articulate curriculum sequencing and grouping	Practice	
3.1	District staff/others meet regularly to discuss student progress and remediation	Practice	
3.1	District staff/others meetings highlight discussions of student learning expectations	Practice	
3.1	Other:	Practice	
3.2	Course syllabi outlining criteria for student involvement	Artifact	
3.2	Guidance on lesson plan development show how students are involved in establishing their own learning goals	Artifact	
3.2	Samples of student work	Artifact	
3.2	Student mentoring programs	Artifact	
3.2	Other:	Artifact	
3.2	Students affirm their involvement in their own learning	Practice	
3.2	Student discussion groups	Practice	
3.2	Other:	Practice	
3.3	Assessment data	Artifact	
3.3	Grade reports	Artifact	
3.3	Course evaluations	Artifact	
3.3	Surveys	Artifact	
3.3	Transcripts, certificates	Artifact	
3.3	Professional development calendar and topics	Artifact	
3.3	Other:	Artifact	
3.3	District staff/others meet to analyze data and align instruction	Practice	
3.3	District staff/others meetings regularly include data analysis	Practice	
3.3	District staff/others meet to review current research	Practice	
3.3	District staff/others can identify research used to align instruction	Practice	
3.3	Other:	Practice	
3.4	Guidance on lesson plan development	Artifact	
3.4	Agendas, minutes of staff/grade level/department/program meetings	Artifact	
3.4	Student portfolios	Artifact	

3.4	Cross-content curriculum guides	Artifact	
3.4	Professional organization membership	Artifact	
3.4	Professional development plans	Artifact	
3.4	Other:	Artifact	
3.4	District staff/others meetings regularly include discussions about effective instructional design and delivery	Practice	
3.4	District staff/others meet to share best practices	Practice	
3.4	Professional learning opportunities focus on best practice instruction	Practice	
3.4	Guidance that promotes a variety of instructional design and delivery strategies	Practice	
3.4	Student display of project-based learning opportunities	Practice	
3.4	Other:	Practice	
3.5	Standards-based curriculum: state and national standards	Artifact	
3.5	Promotion, graduation criteria	Artifact	
3.5	Graduation requirements	Artifact	
3.5	Master schedule	Artifact	
3.5	Curriculum includes attention to diversity	Artifact	
3.5	Policies that reflect attention to issues of equity	Artifact	
3.5	Other:	Artifact	
3.5	District staff are knowledgeable about state and national curriculum standards	Practice	
3.5	Students affirm that there are opportunities to excel	Practice	
3.5	District staff are representative of the school and community demographics	Practice	
3.5	Other:	Practice	
3.6	Instructional calendar: days, hours	Artifact	
3.6	Master schedule	Artifact	
3.6	Policies and guidelines that demonstrate that all program requirements are met	Artifact	
3.6	Policies demonstrate that substitute teachers are responsible for delivery instruction	Artifact	
3.6	Other:	Artifact	
3.6	Staff affirm that their instructional time is protected	Practice	
3.6	There are few instructional interruptions: PA system, visitors, etc.	Practice	
3.6	Lesson plans are followed during teacher absence	Practice	
3.6	Other:	Practice	

3.7	Policies and guidelines granting dual-credit, transfer of credit	Artifact	
3.7	Articulation agreements between agencies	Artifact	
3.7	Agendas, minutes of staff meetings indicating vertical and horizontal articulation	Artifact	
3.7	Transition policies	Artifact	
3.7	Other:	Artifact	
3.7	District staff are knowledgeable about student learning expectations of previous and subsequent grade levels	Practice	
3.7	Content-specific staff are knowledgeable about each other's course syllabus	Practice	
3.7	Other:	Practice	
3.8	Schedule of opportunities, activities that support special learning needs	Artifact	
3.8	Counseling programs: curriculum, schedules, staffing	Artifact	
3.8	Individualized Development/Career Plans	Artifact	
3.8	Wrap-around programs	Artifact	
3.8	Supplemental educational services: NCLB tutorial	Artifact	
3.8	After-school programs	Artifact	
3.8	Community-based programs	Artifact	
3.8	Policies for student orientation, interventions, remediation	Artifact	
3.8	Online support	Artifact	
3.8	Other:	Artifact	
3.8	District staff affirm that there are multiple opportunities for students to get support	Practice	
3.8	Students affirm that they have opportunities to get support for their school experience	Practice	
3.8	Students affirm that they have opportunities to explore their interests and career options	Practice	
3.8	Other:	Practice	
3.9	Policies for student behavior, remediation, due process, appeals	Artifact	
3.9	Stakeholder satisfaction survey data	Artifact	
3.9	Peer intervention programs; peer counseling	Artifact	
3.9	Stakeholder Compact: adult and student expectations	Artifact	
3.9	Reward system for positive behavior	Artifact	
3.9	Curriculum reflects attention to issues of school climate	Artifact	
3.9	Database of student behavioral incidents	Artifact	
3.9	Other:	Artifact	

3.9	District staff affirm that they are involved in promoting positive school climate	Practice	
3.9	Students affirm that they are involved in promoting positive school climate	Practice	
3.9	Parents/community indicate that the school/district focuses on positive school/district climate	Practice	
3.9	District staff/others meetings provide time for discussions about climate	Practice	
3.9	Guidance on team-teaching is a regular part of the instructional program	Practice	
3.9	Other:	Practice	
3.10	Facilities map indicating media services location	Artifact	
3.10	Staffing chart demonstrating allocation of appropriate media staff	Artifact	
3.10	Budget allocating appropriate funds for media services	Artifact	
3.10	Calendar and schedule of media services to students	Artifact	
3.10	Labor agreement that outlines media services responsibilities	Artifact	
3.10	Other:	Artifact	
3.10	Students and staff affirm their involvement in media services program	Practice	
3.10	District staff affirm the use of media services in the development of curriculum and instructional programs	Practice	
3.10	Media services staff demonstrate the use media resources to support student achievement	Practice	
3.10	Other:	Practice	
3.11	Facilities map indicating technology services/lab	Artifact	
3.11	Staffing chart demonstrating allocation of appropriate technology staff	Artifact	
3.11	Budget allocating appropriate funds for technology - software, hardware, and infrastructure	Artifact	
3.11	Calendar and schedule of technology services to students	Artifact	
3.11	Other:	Artifact	
3.11	Students and staff affirm that technology is embedded within the teaching and learning process	Practice	
3.11	District staff affirm that technology supports their curriculum and instructional programs	Practice	
3.11	Technology staff/services demonstrate their involvement in support of student achievement	Practice	

3.11	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

The district ensures alignment and articulation of curriculum, instructional strategies, and assessments in different ways:

- Curriculum review—The curriculum review process utilizes the Understanding by Design model. This process develops targets, assessments, materials, and instructional strategies for Kindergarten through grade 12. A pacing guide at each grade level includes the weekly skills/strategies to be taught and clarifies which assessments will be administered. Additional support materials, such as *Guided Reading Guidelines* and *Recommended Minutes for Language Arts*, supports alignment, articulation, instructional strategies, and assessments. We are in our first year for Reading/Language Arts. Next year, math will provide similar resources. The following year, science will be implemented.
- PLC's—Grade level/department teams clarify targets, discuss assessments and assessment results, and design learning—collaboratively in order to target individual students and implement appropriate interventions. Administration participates in those meetings and they read and respond to weekly minutes provided by each team.
- Appraisal system—Teacher /Administrator Appraisal are aligned with expectations for student learning.
- Review of results—Administrative/building/curriculum/grade level review of results helps the system ensure this alignment and articulation.

2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The district has allocated resources to ensure time and money is available for curriculum development, PLC collaboration, Professional Development opportunities (book studies workshops/conferences both in and out of the district and out of state opportunities) and technology updates.

The teacher and administrator appraisal system is designed to be supportive of teacher and leadership development.

The district's salary schedule is designed to encourage teachers to grow professionally by taking graduate courses.

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

The district ensures all staff members are well-prepared to support and implement the district's expectations for student learning through:
- The curriculum review process;
- Professional development opportunities (including coaching at the elementary in reading and DI coaches for secondary and elementary); and
- PLC and grade level team collaboration time.

Staff is surveyed every spring to get input on what the need is for training.

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

To ensure that all students and staff have access to comprehensive information, instructional technology, and media services, the district relies on the following:
- Budgeting procedures—Teacher make requests and administrators approve based upon how it fits with the vision of the district and/ or the professional growth goals of the teacher;
- Staff and student surveys such as climate, graduate, and curriculum provide good information.
- Scheduling for use of technology (i.e., clickers, computer labs, projectors, media center, InterWrite Boards, etc.) (At the elementary, students are scheduled for media time as part of their curricular offerings.);
- Media specialists train staff and students in the use of internet resources; and
- The district uses core service funding through Educational Service Unit #3 for local technology and internet access.

With the implementation of new technology comes the challenge of when and how to train staff to use the technology.

Overall Assessment for Teaching & Learning

☐	Not Evident	The school system implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The system demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.
☐	Emerging	The school system implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire requisite knowledge, skills, and attitudes. The system demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the system. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.
X☐	Operational	The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.
☐	Highly Functional	The school system implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the system. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.

Standard 4 - Documenting & Using Results

STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric

Not Evident	Little or no evidence exists
Emerging practice	Evidence indicates early or preliminary stages of implementation of
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS **In fulfillment of this standard, the system:**	Not Evident	Emerging	Operational	Highly Functional
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that		X		

	yields information which is reliable, valid, and bias free				
4.2	Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning		X		
4.3	Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance		X		
4.4	Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders		X		
4.5	Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness	X			
4.6	Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence		X		
4.7	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			X	

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
4.1	Assessment system that records multiple assessments	Artifact	
4.1	Assessment system that safeguards validity, confidentiality, identification	Artifact	
4.1	Policies that outline targets for student performance and are aligned to state/national standards	Artifact	
4.1	Policies that outline targets for behavioral standards: attendance, discipline	Artifact	
4.1	Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process	Artifact	
4.1	Database that records graduation, completion, GPA, placement, retention rates	Artifact	
4.1	Special database for career preparation, special education, bilingual education programs	Artifact	
4.1	Calendar of assessment activities	Artifact	
4.1	Record of multiple assessments administered, including program-specific required assessments	Artifact	
4.1	Policies outline administration of multiple assessments and their purpose	Artifact	
4.1	Online assessment system	Artifact	
4.1	Other:	Artifact	
4.1	Dedicated unit/staff for assessment and data reporting	Practice	

4.1	Staff affirm the use of multiple measures for student performance	Practice	
4.1	All stakeholders are knowledgeable about learning expectations and targets for student performance	Practice	
4.1	All stakeholders are knowledgeable about behavioral standards	Practice	
4.1	All stakeholders are knowledgeable about grading and appeals	Practice	
4.1	District staff use data to inform policies and practice	Practice	
4.1	Stakeholders are knowledgeable about the assessment schedule	Practice	
4.1	Stakeholders implement multiple assessment system	Practice	
4.1	Stakeholders are familiar with the administration and purpose of multiple assessments	Practice	
4.1	The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles	Practice	
4.1	Other:	Practice	
4.2	Agendas, minutes from staff meetings indicate utilization of data systems	Artifact	
4.2	Examples of student work are prominently displayed	Artifact	
4.2	Data graphs, charts display student performance expectations	Artifact	
4.2	Staff Handbook outlines expectations about the use of student performance data for instructional planning	Artifact	
4.2	Criteria for evaluation of staff performance include the use of data for instructional planning	Artifact	
4.2	Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions	Artifact	
4.2	Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning	Artifact	
4.2	Criteria for feedback on performance	Artifact	
4.2	Other:	Artifact	
4.2	District staff utilize assessment data for the purpose of instructional and program planning	Practice	
4.2	Students affirm knowledge about their learning expectations	Practice	
4.2	District staff meet regularly to discuss student work	Practice	
4.2	District staff are knowledgeable about how to use student performance data for the purpose of instructional planning	Practice	
4.2	District staff affirm their understanding of how data are used to evaluate their effectiveness	Practice	

4.2	District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation	Practice	
4.2	Other:	Practice	
4.3	Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness	Artifact	
4.3	Database that records graduation, post-graduate engagement	Artifact	
4.3	Data from community/business	Artifact	
4.3	Other:	Artifact	
4.3	District staff utilize perception data from surveys to guide program planning	Practice	
4.3	District staff utilize business and community data to guide program planning	Practice	
4.3	Stakeholders affirm their familiarity with student performance and organizational effectiveness	Practice	
4.3	Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted	Practice	
4.3	Other:	Practice	
4.4	Newsletters demonstrate communication of student performance and school effectiveness	Artifact	
4.4	Agendas, minutes from meetings where student performance and school effectiveness were highlighted	Artifact	
4.4	Criteria that establishes student performance data as a component of parent-teacher conferences	Artifact	
4.4	Other:	Artifact	
4.4	District staff affirm the use of various communication methods to report student performance	Practice	
4.4	Stakeholders affirm the use of various communication methods to report student performance	Practice	
4.4	Other:	Practice	
4.5	Reports that outline comparable data analysis - across schools, districts, states, nationally	Artifact	
4.5	Reports that outline comparable data analysis - across programs	Artifact	
4.5	Agenda, minutes of meetings in which comparative data were highlighted	Artifact	
4.5	Other:	Artifact	

4.5	District staff affirm their involvement in meetings in which comparative data were highlighted	Practice	
4.5	Other:	Practice	
4.6	Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate	Artifact	
4.6	Data reports verify growth in student performance	Artifact	
4.6	Data reports disaggregate student performance growth	Artifact	
4.6	Data reports include behavioral and environmental data	Artifact	
4.6	Other:	Artifact	
4.6	Stakeholders can speak to and support the growth data	Practice	
4.6	District staff can identify reasons why student performance has increased/decreased	Practice	
4.6	District staff can identify strategies for increasing student performance	Practice	
4.6	Other:	Practice	
4.7	Policies that safeguard accuracy and security of all data	Artifact	
4.7	Reports that satisfy local, state, and national requirements	Artifact	
4.7	Policies that outline the conditions for safeguarding and transferring transcripts	Artifact	
4.7	Other:	Artifact	
4.7	District staff affirm their comfort with the level of data accuracy and security	Practice	
4.7	Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements	Practice	
4.7	Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred	Practice	
4.7	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

Formative assessments are given at the grade level/classroom level. Currently, pre-post assessments from the curriculum, pre-post assessments from MAP, DIBELS, Fountas and Pinnell, Reading A to Z, curriculum benchmarks, common assessments, etc. are used. The results from these assessments are analyzed throughout the year by teachers to:

- Identify areas of strength/weakness;
- Target struggling students for intervention;
- Target achieving students for enrichment;
- Determine appropriate material, strategies, and assessments to meet individual needs of students; and
- Develop flexible instructional groups.

Staff was trained to analyze MAP data, set goals and develop instruction based upon data.

Curriculum committees use the district data summatively. They identify areas of strength and weakness to determine needed targets, assessments, and instructional strategies.

Annually, criterion referenced assessments in reading; math and science are reported to the state and federal government. Norm referenced assessments are reported annually to the state in the areas of reading and math. Buildings analyze this data as it becomes available.

The superintendent has worked with the administrative team to begin the development of data points to be reviewed annually. These data points need to be approved by the board and cut scores or goals scores need to be set.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

The district ensures that assessment results are timely, relevant and communicated in a way that can be used by the system, schools and stakeholders to aid in student performance through:
- PLC, grade level teams and department collaboration by analyzing and using curriculum and MAP data;
- The curriculum process—As part of the curriculum process, assessments are evaluated by using the 6 quality criteria: match to standard, opportunity to learn, free from bias, at the appropriate level for students, reliably scored, and mastery levels are appropriate. This evaluation has been done on all of our STAR standards assessments. Currently, the new reading/language arts assessments will go through this evaluation this summer.
- Parents—Parent Teacher conferences, quarterly progress reports, email, phone calls, assignment notebooks and parent web;
- Students—Teachers/counselors analyze MAP data with students and set goals. The EXPLORE and PLAN results are shared with students to assist them in course and career planning. MAP, PLAN and EXPLORE results are sent home to parents.
- The watch list (4's and 5's);
- Sped progress reports and IEP's; and
- The SAT process.
- The Annual Report

3. How are data used to understand and improve overall effectiveness of the school system and its schools?

PLC teams and grade level/department teams use formative classroom data to guide instruction and differentiate for individual/group needs on a regular basis. The district curriculum process uses data to guide curriculum development and evaluate curricular programs. Data is being reviewed all of the time. As a district, we need to systematize the process.

4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

Training staff to use and understand data in order to impact teaching and learning occurs throughout the year:
- During staff in-service;
- During PLC, grade level, and department collaboration;
- During Stage I and III of the curriculum process;
- Through NWEA's MAP training—trainer of trainers; and
- Fountas and Pinnell training (ESU 3 and in district training).

The training is focused on targeting the needs of students. Once we identify a need, teachers plan for intervention or extension.

Overall Assessment for Documenting & Using Results

☐	Not Evident	The school system is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The assessment system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.
X☐	Emerging	The school system is currently using assessments that have limited alignment with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The assessment system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.
☐	Operational	The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.
☐	Highly Functional	The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.

Standard 5 - Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric

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Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS Human Resources. In fulfillment of this standard, the system:	Not Evident	Emerging	Operational	Highly Functional
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities		X		
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as			X	

	may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)				
5.3	Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff		X		
5.4	Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable			X	
Financial Resources. In fulfillment of this standard, the system:					
5.5	Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement			X	
5.6	Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures			X	
Physical Resources. In fulfillment of this standard, the system:					
5.7	Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment			X	
5.8	Establishes and implements written security and crisis management plans with appropriate training for stakeholders		X		
5.9	Implements processes and plans for maintaining and improving sites, facilities, and equipment		X		
5.10	Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals		X		
Support Systems. In fulfillment of this standard, the system:					
5.11	Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students			X	
5.12	Provides student support services coordinated with the school, home, and community			X	

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
5.1	Personnel policies ensuring appropriate hiring practices	Artifact	
5.1	Personnel policies ensuring certification, licensure, evaluation, training	Artifact	
5.1	Program descriptions: Special Needs Populations	Artifact	
5.1	Staff Handbooks	Artifact	
5.1	Student Handbook	Artifact	
5.1	Schedules: District, School, Extra-Curricular; Transportation	Artifact	
5.1	Professional learning opportunities	Artifact	

5.1	IEP: Individualized Education Plans	Artifact	
5.1	Agendas, minutes, decisions for district and school level IEP meetings	Artifact	
5.1	Staff schedules and assignments	Artifact	
5.1	Other:	Artifact	
5.1	District staff can affirm that special needs students receive needed support	Practice	
5.1	Native language usage is evident for the purpose of supporting learning	Practice	
5.1	Appropriate space is provided for special need support programs	Practice	
5.1	Other:	Practice	
5.2	Policies regarding NCLB highly qualified teachers	Artifact	
5.2	Personnel policies ensuring appropriate placement	Artifact	
5.2	Personnel policies ensuring certification, licensure, evaluation, training	Artifact	
5.2	Staff Handbook	Artifact	
5.2	Staff schedules and assignments	Artifact	
5.2	Professional learning opportunities	Artifact	
5.2	Labor agreement	Artifact	
5.2	Other:	Artifact	
5.2	Staff can affirm that they are teaching in their major area of study	Practice	
5.2	Staffing of both administrative and teaching positions is appropriate and adequate	Practice	
5.2	Other:	Practice	
5.3	Professional development plan	Artifact	
5.3	Calendar, agenda, summaries of PD opportunities	Artifact	
5.3	Evaluation of PD data	Artifact	
5.3	Personnel policies that stipulate PD requirements	Artifact	
5.3	Budget demonstrates appropriate allocation for PD	Artifact	
5.3	Other:	Artifact	
5.3	District staff can affirm their involvement in professional learning opportunities	Practice	
5.3	Staff are aware of the requirements for continuous learning	Practice	
5.3	District staff are actively engaged in discussions that have resulted from their professional development experience	Practice	

5.3	Staff implement effective strategies based on their professional development experience	Practice	
5.3	District monitoring of professional development implementation	Practice	
5.3	Other:	Practice	
5.4	Personnel policies and practices	Artifact	
5.4	Master schedule	Artifact	
5.4	Policies regarding NCLB highly qualified teachers	Artifact	
5.4	Budget demonstrates appropriate allocation for staffing	Artifact	
5.4	Other:	Artifact	
5.4	Class size indicates appropriate and effective support of student learning	Practice	
5.4	Other:	Practice	
5.5	Annual budget - current, forecasted, fund-equity	Artifact	
5.5	School-level budgets	Artifact	
5.5	State and Federal program budgets for targeted support	Artifact	
5.5	Consolidated Application (federal)	Artifact	
5.5	Fiscal policies: use of all funding, including donations, reserves, discretionary	Artifact	
5.5	Facilities plan - current, future	Artifact	
5.5	Facilities protection documentation: insurance, amortization	Artifact	
5.5	Purchasing/replacement policies: adherence to EEO	Artifact	
5.5	Infrastructure plans: short and long range	Artifact	
5.5	Other:	Artifact	
5.5	Space is adequate and appropriate to support student learning	Practice	
5.5	Practices that support appropriate use of allocated funds	Practice	
5.5	Other:	Practice	
5.6	Audit reports	Artifact	
5.6	Organizational oversight of fiscal authority	Artifact	
5.6	Fiscal protection plans: insurance	Artifact	
5.6	Payroll and purchasing policies and processes	Artifact	
5.6	Secure management of all fiscal processes	Artifact	
5.6	Refund policies	Artifact	
5.6	Other:	Artifact	
5.6	Practices that support appropriate use of fiscal resources	Practice	
5.6	Other:	Practice	

5.7	Facilities maintenance reports and plans	Artifact	
5.7	Policies and processes regarding safety	Artifact	
5.7	Curriculum includes attention to cleanliness and safety	Artifact	
5.7	Policies and processes related to student/staff injury	Artifact	
5.7	HAZMAT (hazardous materials): policies and training	Artifact	
5.7	Policies regarding dispensing prescription medications	Artifact	
5.7	Calendar of safety drills: fire, tornado, emergency crisis	Artifact	
5.7	State and Federal regulations regarding special program safety requirements	Artifact	
5.7	Stakeholder survey data supporting safety	Artifact	
5.7	Other:	Artifact	
5.7	District-wide environment is clean and safe	Practice	
5.7	All district-wide facilities are properly maintained	Practice	
5.7	District staff are involved in developing and implementing safety policies	Practice	
5.7	District support staff are knowledgeable about safety policies	Practice	
5.7	Other:	Practice	
5.8	Crisis intervention plan	Artifact	
5.8	Crisis intervention committee	Artifact	
5.8	Student Handbook	Artifact	
5.8	Staff Handbook	Artifact	
5.8	Secure record system	Artifact	
5.8	Emergency procedures	Artifact	
5.8	Wellness policy	Artifact	
5.8	Other:	Artifact	
5.8	District staff are involved in the crisis intervention team	Practice	
5.8	Health support staff are available	Practice	
5.8	District staff and students are knowledgeable about emergency procedures	Practice	
5.8	Other:	Practice	
5.9	Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.	Artifact	
5.9	Physical assets plan: short-term and long-range	Artifact	
5.9	Other:	Artifact	
5.9	Appropriate district staff affirm their knowledge of the plan for physical asset mainenance and replacement	Practice	

5.9	Other:	Practice	
5.10	Policies and procedures for maintaining and improving technology infrastructure: hardward and software	Artifact	
5.10	Policies and procedures regarding the purchase of technology tools	Artifact	
5.10	Policies and procedures regarding appropriate internet access	Artifact	
5.10	Other:	Artifact	
5.10	District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure	Practice	
5.10	Stakeholders are knowledgeable about policies regarding appropriate internet access	Practice	
5.10	Other:	Practice	
5.11	Advisory plan and program	Artifact	
5.11	Individualized Development Plans	Artifact	
5.11	Staffing of Counseling and Guidance programs	Artifact	
5.11	Student referral policies and practices	Artifact	
5.11	Alternative Education Program	Artifact	
5.11	Policies and procedures that are ADA and IDEA compliant	Artifact	
5.11	Special Needs Department/Committee	Artifact	
5.11	Master schedules demonstrating support for special needs	Artifact	
5.11	Labor agreements demonstrating appropriate special needs staffing	Artifact	
5.11	Stakeholder survey data supporting special needs programs	Artifact	
5.11	Teacher certification, licensure, etc. supporting special needs	Artifact	
5.11	Student referral process and procedures	Artifact	
5.11	IEP: committee, minutes, calendar, agenda, sign-in sheets	Artifact	
5.11	Professional development calendar and topics	Artifact	
5.11	Translated materials demonstrate communication to special needs population	Artifact	
5.11	Policies regarding use of languages other than English for district communication	Artifact	
5.11	Other:	Artifact	
5.11	Students and staff affirm their understanding of special needs populations	Practice	
5.11	Staff affirm their use of instructional strategies that support special needs inclusion	Practice	
5.11	District monitors instruction for special needs inclusion	Practice	

5.11	District provides guidelines for Response To Intervention program and is demonstrated at classroom level	Practice		
5.11	District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students	Practice		
5.11	Stakeholders affirm their support for the district's special needs programs	Practice		
5.11	Other:	Practice		
5.12	Guidance and Counseling Department/Committee	Artifact		
5.12	Curriculum for Career Preparation	Artifact		
5.12	Career Preparation Department/Committee	Artifact		
5.12	Orientation to Career Preparation programs	Artifact		
5.12	Master schedule indicates availability of career preparation	Artifact		
5.12	Enrollment data - current status, trends	Artifact		
5.12	Professional development: calendar, topics	Artifact		
5.12	Community based programs	Artifact		
5.12	Job Placement program	Artifact		
5.12	Other:	Artifact		
5.12	Staff assigned to career preparation programs	Practice		
5.12	Students are knowledgeable about career planning programs	Practice		
5.12	Students are enrolled in career preparation	Practice		
5.12	District staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior	Practice		
5.12	District staff affirm that they receive regular training opportunities to support student behavior	Practice		
5.12	Stakeholders are supportive of community-based programs to support student engagement	Practice		
5.12	Other:	Practice		

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

The size and location of our district, combined with the quality of students, parents, and communities are contributing factors in recruiting and retaining staff. Small class size and a great deal of classroom support are also contributing factors. Evidence of this is shown by the longevity that staff stays within the school system. For a district our size, it is difficult to have an extensive induction process. An effort to pair up new teachers with existing teachers during their first year does take place, but a formal mentoring process does not exist. PLC's is an effective support system for new teachers as they collaborate with their grade level team every Monday morning. The hiring of new staff is conducted by teams of individuals which may cover a broad range of backgrounds including teachers, principals, central office administrators, parents, and board members. This team make-up depends upon the vacancy. Input is taken from all members, a final decision is made by administration, and the recommendation is made to the board of education. Our challenge has been in recruiting and retaining support staff.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?

Purchases that impact student learning tend to have priority over others. In general, a curricular cycle dictates the content area that receives greater attention and financial resources. In addition, teachers order and budget in the spring of the year by submitting requisitions through an online process called Data Team. All purchases must be approved by the principal.
Teachers and the school at large may receive support from the PTO or district foundation in a variety of areas. Local and national professional development opportunities are available and supported by the district.
The superintendent gathers input from the administrators and prioritizes funds for purchases that align to the vision. He also works with the board of education to get support for such purchases.

3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

The district ensures, supports and monitors the provision of resource and support services that meet the needs of all students through:

- PLC's;
- Administrative team;
- Teacher and Administrative appraisal;
- Administrators being visible;
- Curriculum evaluation;
- The district leadership decision making model;
- Curriculum assessments, MAP, State assessments, PLAN, EXPLORE, ACT; and

Special Services—Discovery, Title I, Special Education (birth to 21).

Overall Assessment for Resource & Support Systems

☐	Not Evident	The school system has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system does not systematically employ and allocate staff members who are qualified for their assignments. The system provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.
☐	Emerging	The school system has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are generally qualified for their assignments. The school system provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.
X☐	Operational	The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.
☐	Highly Functional	The school system effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The system systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The system provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

Standard 6 - Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric

Not Evident	Little or no evidence exists
Emerging practice	Evidence indicates early or preliminary stages of implementation of
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS In fulfillment of this standard, the system:	Not Evident	Emerging	Operational	Highly Functional
6.1 Fosters collaboration with community stakeholders to support student learning		X		
6.2 Uses system-wide strategies to listen to and communicate with stakeholders		X		
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system			X	
6.4 Communicates the expectations for student learning and goals for		X		

	improvement to all stakeholders				
6.5	Provides information that is meaningful and useful to stakeholders		X		

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
6.1	Internship/partnership agreements with community-based business and agencies	Artifact	
6.1	Policies regarding credit for service learning	Artifact	
6.1	Agendas, minutes, calendar of parent meetings	Artifact	
6.1	Calendar of events that promote stakeholder involvement	Artifact	
6.1	Stakeholder survey data	Artifact	
6.1	Policies regarding suggestions, grievances	Artifact	
6.1	Other:	Artifact	
6.1	District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions	Practice	
6.1	Stakeholders affirm that they are involved in many aspects of district events, activities, decisions	Practice	
6.1	Parents and community members regularly volunteer time in district	Practice	
6.1	Other:	Practice	
6.2	Policies regarding formal inclusion of stakeholder involvement	Artifact	
6.2	Calendars, agendas, minutes of parent meetings	Artifact	
6.2	Newsletters, brochures, letters, memos	Artifact	
6.2	Web page dedicated to parents/community members	Artifact	
6.2	Emails, phone answering system	Artifact	
6.2	Parent - Teacher conferences schedule	Artifact	
6.2	Steering Committee meetings: agendas, minutes, membership	Artifact	
6.2	District Improvement Committee: agendas, minutes, membership	Artifact	
6.2	Wide variety of stakeholder communication documents/avenues	Artifact	
6.2	Other:	Artifact	
6.2	Stakeholders affirm they have variety of opportunities to be formally involved in life of district	Practice	
6.2	Other:	Practice	
6.3	Policies regarding volunteer involvement	Artifact	

6.3	Calendar, agendas, minutes, committee membership	Artifact	
6.3	Stakeholder survey data	Artifact	
6.3	Schedule of volunteer activities	Artifact	
6.3	Advisory Committees	Artifact	
6.3	Other:	Artifact	
6.3	District staff affirm that they regularly include community in preparing instructional delivery activities	Practice	
6.3	Stakeholders affirm that they are actively involved in providing expertise	Practice	
6.3	Stakeholders affirm that their suggestions and recommendations are acted upon	Practice	
6.3	Other:	Practice	
6.4	Regularly published newsletters to community	Artifact	
6.4	Brochures, pamphlets	Artifact	
6.4	Online calendar, schedule, and news/updates	Artifact	
6.4	Parent Handbook	Artifact	
6.4	Student Handbook	Artifact	
6.4	Newsletters about student performance	Artifact	
6.4	Parent -teacher conferences: calendar, procedures, participation data	Artifact	
6.4	Parent versions of Curriculum Pacing Guides	Artifact	
6.4	Other:	Artifact	
6.4	Parents and students are informed and involved in making course selections	Practice	
6.4	Parents and students are informed and involved in developing individualized learning plans for students	Practice	
6.4	Stakeholders affirm that they are knowledgeable about student learning	Practice	
6.4	Other:	Practice	
6.5	Policies regarding reporting schedule	Artifact	
6.5	Report cards	Artifact	
6.5	Parent -teacher conferences: calendar, procedures, participation data	Artifact	
6.5	Other:	Artifact	
6.5	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

The district ensures that the system and its schools are responsive to community expectations and stakeholder satisfaction through:
- Parent/student survey administered bi-yearly;
- Newsletters;
- The yearly back to school nights;
- Community meetings with the Superintendent;
- Assignment books;
- Parent email/meetings/phone calls;
- Parent Teacher Conferences;
- Mid-quarter grade reports;
- Curriculum rubrics;
- Parent Web;
- The school and/or teacher website;
- The School Beacon; and
- The district/building websites.

2. How avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

The avenues used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results include:
- Building newsletters;
- Curriculum guides;
- Parent web;
- Parent Teacher conferences;
- Press releases;
- PLC;
- Course syllabus;
- Email;
- Teacher websites;
- NDE website;
- Public board meetings;
- Annual Report;
- Papillion Times; and
School electronic sign.

Overall Assessment for Stakeholder Communications & Relationships

☐	Not Evident	The school system has little understanding, commitment, and support of stakeholders. System personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.
X☐	Emerging	The school system has begun the process to gain the understanding, commitment, and support of stakeholders. System personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.
☐	Operational	The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.
☐	Highly Functional	The school system has the understanding, commitment, and support of all stakeholders. System and school personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.

Standard 7 - Commitment to Continuous Improvement

STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric

Not Evident	Little or no evidence exists
Emerging practice	Evidence indicates early or preliminary stages of implementation of
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS In fulfillment of this standard, the system:	Not Evident	Emerging	Operational	Highly Functional
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and		X		

	documents and uses the results to inform future improvement efforts (Results)			
7.2	Engages stakeholders in the processes of continuous improvement	X		
7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning	X		
7.4	Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels	X		
7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals		X	
7.6	Monitors and communicates the results of improvement efforts to stakeholders	X		
7.7	Evaluates and documents the effectiveness and impact of its continuous process of improvement	X		
7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide		X	
7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts		X	

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
7.1	Continuous Improvement Plan - district and individual schools	Artifact	
7.1	Specific program initiatives to support continuous improvement	Artifact	
7.1	Information/Data system	Artifact	
7.1	Record of student performance improvement efforts	Artifact	
7.1	State/Federal Accountability Plan	Artifact	
7.1	Professional Development Plan: agenda, topics	Artifact	
7.1	Stakeholder survey (satisfaction) data	Artifact	
7.1	Graduation and retention rates	Artifact	
7.1	Postsecondary engagement: employment, college	Artifact	
7.1	Other:	Artifact	
7.1	District staff affirm their involvement in continuous improvement committees	Practice	
7.1	District staff affirm their involvement in a specific program that supports continuous improvement	Practice	
7.1	Other:	Practice	
7.2	Stakeholder survey data demonstrating stakeholder involvement in district and school improvement	Artifact	

7.2	Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement	Artifact		
7.2	Policies, procedures for district and school improvement committee work	Artifact		
7.2	District and School Improvement plan indicating membership of committees	Artifact		
7.2	Parent compact	Artifact		
7.2	Other:	Artifact		
7.2	Stakeholders affirm their involvement in continuous improvement process	Practice		
7.2	Other:	Practice		
7.3	School improvement plans demonstrate alignment with district vision, purpose	Artifact		
7.3	Vision, purpose posted in district-wide facilities	Artifact		
7.3	Data: student performance, stakeholder opinion are used in development of school improvement plan	Artifact		
7.3	Student performance targets are communicated to all stakeholders	Artifact		
7.3	Evaluation data demonstrating impact of plan and actions taken to remediate	Artifact		
7.3	Calendar, agendas, minutes of school improvement meetings	Artifact		
7.3	Other:	Artifact		
7.3	Staff, students affirm their understanding of student performance targets	Practice		
7.3	District staff affirm their understanding of the impact of programs that support student learning	Practice		
7.3	District staff demonstrate capacity for providing methodologies to increase student performance	Practice		
7.3	Other:	Practice		
7.4	School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth	Artifact		
7.4	District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps	Artifact		
7.4	Other:	Artifact		
7.4	District staff affirm their involvement in evaluating the impact of instruction on student growth	Practice		
7.4	District staff affirm that they regularly use data to inform their practices	Practice		

7.4	District staff meetings regularly use data to inform their discussions and decisions	Practice	
7.4	Other:	Practice	
7.5	Professional Development Plan: agenda, topics	Artifact	
7.5	Personnel Policies that outline staff evaluation process	Artifact	
7.5	Continuous Improvement Plan - district and individual schools	Artifact	
7.5	Other:	Artifact	
7.5	District staff affirm their involvement in professional learning	Practice	
7.5	Other:	Practice	
7.6	Annual Report	Artifact	
7.6	Newsletters, brochures	Artifact	
7.6	Parent-Teacher conferences	Artifact	
7.6	Information/Data system	Artifact	
7.6	Staffing assignments support monitoring and reporting of continuous improvement efforts	Artifact	
7.6	Other:	Artifact	
7.6	Stakeholders affirm receipt of district communication regarding improvement efforts	Practice	
7.6	District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences	Practice	
7.6	Other:	Practice	
7.7	Evaluation of effectiveness of continuous improvement plan and process	Artifact	
7.7	District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions	Artifact	
7.7	District Labor Agreement includes language protecting school improvement planning time	Artifact	
7.7	Other:	Artifact	
7.7	Stakeholders affirm knowledge of an evaluation of the district's improvement efforts	Practice	
7.7	Other:	Practice	
7.8	Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring	Artifact	
7.8	District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions	Artifact	

7.8	Other:	Artifact	
7.8	District staff affirm that time is allocated for improvement planning, implementation, and monitoring	Practice	
7.8	Other:	Practice	
7.9	District expectations and guidelines for all schools and departments to engage in a continuous improvement process	Artifact	
7.9	District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions	Artifact	
7.9	Other:	Artifact	
7.9	District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance	Practice	
7.9	Other:	Practice	

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness?

Our processes of continuous improvement within our system include: Professional Learning Communities, the curriculum development process, the district decision making model and AdvancED. These processes include key actions as outlined in the *Breakthrough School Improvement: An Action Guide for Greater and Faster Results* by the National Study of School Evaluation. Our processes begin with alignment to the vision, determining beliefs, determining student expectations, and researching best practice. Then we look at our current reality, determine areas of need, set goals, determine interventions, develop action plans and decide how to monitor. Finally, we analyze the results and see the effectiveness of our efforts. We share the results and determine next steps. This cycle is continuous.

The district is in year 3 of supporting Professional Learning Communities. Grade level/department teams meet every Monday morning to address 4 critical questions:
1. What is it we expect kids to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

As a system, we address #5.
5. How will we develop a system that supports questions 1-4?

During in-service trainings, the staff has been given a model that describes the learning cycle. All of the work that happens with effective teaching and learning occurs within this cycle. (See Attached Document.) The curriculum review process is supported by this model, as well.

Individual teams are seeing growth towards their SMART goals. An example from the high school level is with their L to J work in the area of vocabulary. Because of this, they are seeing more retention and understanding of their content area vocabulary. At each level, staff is asked to share results at certain times during the year and celebrate the gains/learning they've made.

The district leadership decision making model also provides a systematic avenue for decision making from the board level to the student with all aspects of the system. As data is reviewed or issues occur, this model gets needed input from key stakeholders and helps the system to make an appropriate decision.

Currently, a reading/language arts is in the implementation/evaluation stage of curriculum development. With this implementation, we now have goals aligned K-12. We also have a pacing guide and time (through PLC's) to help provide and monitor a guaranteed and viable curriculum. This is helpful not only to regular education teachers, but also to specialist who serve the same students. They now know what the learning targets are and when assessments are

projected to be given. They are better able to support students and teachers. One impact of this implementation that teachers are excited about is the vocabulary development across the grade levels. They are also excited to see the growth our primary students are making as readers. We are waiting for end of the year results to see the overall impact of this new implementation. Math will implement in 2010-11 and then science in 2011-2012.

We also recognize the importance of district accreditation. Through AdvancED we are able to measure what we do as a system with research based standards of effectiveness. We do feel that because of the processes in place (PLC's, Curriculum Development, the District Decision Making Model), we are continuously engaged in school improvement throughout the year. With the Quality Assurance Visit, we are given commendations and recommendations regarding improving student performance and organizational effectiveness.

2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

The PLC process, curriculum revision process, and requirements from local and state assessments assist our system in ensuring that improvement goals reflect student learning needs. From data analysis, teachers determine down to the student what goals should be set and begin planning for instruction and/or interventions. Data is continually reviewed by the district leadership team and the administrative team. The district then provides training in these areas of need. These processes are monitored by administrators through their participation in PLC's and the minutes submitted but also by curriculum committee members or building and district leadership teams (from the district leadership decision making model).
Teacher appraisal and teacher lesson plans also provide information.

3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Professional development is aligned to the district's mission/vision and goals. Since the beginning of late starts for PLCs to meet on Monday, teams (BLT's DLT's the A-Team) have been monitoring the needs. The district has supported and continues to support training in the areas of Professional Learning Communities, Differentiated Instruction, needs in areas specific to particular curriculums, and data analysis. Teachers are surveyed each spring to see what their professional needs are and training is planned for that summer and the upcoming school year.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

 Leadership ensures that the improvement plan is implemented, monitored, achieved and communicated to stakeholders through:
- Administrative involvement in PLC's;
- Leadership is given minutes from every team's PLC meeting with immediate feedback to teams;
- Curriculum evaluation;
- District/building newsletters and websites;
- Friday folders;
- Assignments books;
- Teacher and administrator appraisal;
- Report cards; and

The district accreditation process through AdvancED.

Overall Assessment for Commitment to Continuous Improvement

☐	Not Evident	The school system has not developed a collaborative and ongoing process for improvement that aligns the functions of the system and its schools with the expectations for student learning. The system cannot demonstrate progress in improving student performance, system and school effectiveness.
X☐	Emerging	The school system is developing a collaborative and ongoing process for improvement that aligns the functions of the system and its schools with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the system cannot yet demonstrate progress in improving student performance, system and school effectiveness. New improvement efforts are not informed by the results of earlier efforts through reflection and assessment of the improvement process.
☐	Operational	The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.
☐	Highly Functional	The school system fully implements a collaborative and ongoing process for improvement that aligns all functions of the system and its schools with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the system demonstrates significant progress in improving student performance, system and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.

Quality Assurance Methods

Provide a brief description of the school system's processes for quality assurance. Please answer the following questions in the description:

1. What processes does the district use to monitor and document improvement?

The district uses and reviews data from multiple areas:
- Student/parent surveys;
- Teacher surveys;
- Grades;
- Test scores (CRT, NRT, PLAN, ACT, EXPLORE, NeSA);
- Discipline data;
- Attendance data;
- Minutes from PLC meetings;
- Minutes from grade level meetings;
- Minutes from staff meetings;
- Teacher evaluations; and
- Student participation in course/activities.

District goals are aligned to the vision. Buildings then set goals and work with teachers to implement actions to achieve those goals.

2. How does the district provide meaningful feedback and support to its schools and across the district?

Meaningful feedback and support is provided to schools in the district through our leadership decision making model.
Depending on what is communicated, the means may be through School Beacon, email, all district meetings, building staff meetings or during in-service.

3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?

The district ensures that the AdvancEd standards are met by the schools and the district as a whole through the continuous improvement process, communication, and the review of data. Each building is expected to share results of their goals and next steps with the board of education during their summer retreat.

4. How does the district regularly collect, use, and communicate results?

Data is collected and analyzed throughout the year.

MAP is given at the beginning of the year and the end. Teachers analyze the data compare it to their curriculum assessments and plan for instruction. Teachers also sit down with students to look at their scores and set goals for the year.

Curriculum pre/post-assessments, benchmarks, DIBELS, and other formative assessments are given throughout the year. Teachers analyze when results are available and again plan for instruction.

The PLAN and EXPLORE are analyzed in the fall and shared with students and parents. Career information is to be shared with the business department and other teachers in order to learn more about the students' interests and career plans.

NeSA-Writing results are scored by the state and also by our teachers to give immediate feedback to the student. Once state score come in, teachers compare their scores with those of the state.

NeSA—Reading is new this year. Cuts need to be determined. Our hope is to analyze early next school year and plan from there.

Results are communicated to parents and community through district and building newsletters. For parents, test results may be sent home with the student, sent via mail or communicated at parent-teacher conferences.

Optional: Peer-to-Peer Practice Submission

Strengths identified through the Standards Assessment Report can benefit not only your school, but also other institutions striving to improve their adherence to the seven AdvancED standards. As part of the SAR, you are invited to submit a Peer-to-Peer Practice to the AdvancED Resource Network, an online knowledge network of practices, research, and tools. You may submit a practice at any time prior to submitting your report by going to **www.advanc-ed.org/resourcenetwork** and clicking "Submit a practice." You can also follow the instructions contained in the online Standards Assessment Report.

Background
A peer-to-peer practice is a description of interventions, strategies, programs, or activities that have been identified by a school/district to be effective. It includes practices that support classroom teachers and/or schools/districts in their efforts to improve student learning.

The submission form asks for the following information:
- Name of the practice
- Contact information for the practice
- Description of the practice – Describe what you were trying to accomplish, how it was implemented, and what evidence you have that it worked
- Reason for the practice – Describe the problems you addressed with this practice or the reason you chose to implement the practice.
- Subject areas, grade levels, student groups, and adult groups – Select from a list of choices the various areas, levels, and groups to which the practice applies
- Length of implementation of the practice
- Resources – Describe the human, material, and financial resources needed to implement the practice
- Research – Identify any research that supports the practice
- Conclusion – Describe your next steps in implementing the practice

As you identify a practice for submission, you may want to ask some basic questions. Does the potential practice have: 1) a defined problem or specific reason why you implemented the practice; 2) a research base or a research-based premise; and 3) documented results? If the answers to these questions are yes, you have a good practice to submit.

Submitting a practice allows the school to highlight a practice that it feels is indicative of the quality work occurring in the school. The practice is included in the online AdvancED Resource Network where it can be accessed by other practitioners using the network.

Conclusion

The following focus questions reflect the system's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

1. As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Major trends include our processes for communication (the leadership decision making structure), continuous improvement (PLC's and grade level teaming), and curriculum revision. All of which are new within the past three years. Systematizing these processes is an area we need to continue to develop.

Another trend that cuts across most of the standards is the involvement of stakeholders. The school community sees the need to involve more community members into the system.

2. Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

The same processes which we saw as trends in question #1 are also what we see as the district's greatest strengths. The reason why these processes are considered a strength in our district is because of our staff, students, and parents. We have a good school culture for such changes to take place. Our culture has been created over time based upon strong relationships, well-managed classrooms, attentive and involved students and parents, and a knowledgeable and caring staff.

3. What would you consider to be your school system's greatest challenges?

The district feels it has 3 challenges.

First, because of the make-up of our district, involving all stakeholders (community members) is a challenge. We are creating a district advisory committee to help us with this challenge. This advisory group will begin meeting this spring.

Second, because of our district's involvement in the Learning Community, there are unknowns out there in regards to financial resources that will be made available to our district. This is an issue in which the superintendent and school board are making sure our students and the district's needs are met.

Finally, data management. The system of managing the data and analyzing the data is a challenge. We are analyzing data all throughout the year, but there is no systemic way of using it. There isn't any consistency among our buildings. Currently, curriculum, discipline, student information data is entered into a program run by ESU #3 called SIMS. Grades are entered through SIMS Gradebook. All NRT data is managed within the district and some at the state level. Creating a systemic process for managing and using the data will help us.

4. How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

This self-assessment will help guide our continuous improvement process and school improvement process and school improvement plan by showing us areas we need to improve. It has enabled us to have critical discussions in best-practice indicators of what a successful school and district looks like. This will translate to a stronger, more focused school and district improvement plan based upon effective, research-based improvements.

We will continue to work to build a more systemic approach to school improvement. We have all the pieces and parts. We just need to refine our processes and continue to help folks make sense of them. The AdvancED Standards has given us a common language and clear expectations for effective school systems. This alone has enhanced our process. It will continue to be important for everyone to become a part of the process.

We intend for this information to be shared with our board of education at our local strategic planning meeting. These insights will also help us to prepare for the upcoming school year.