# Accreditation Report

# Beaverdam Elementary School

## Hanover County Public Schools

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# Executive Summary

# Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

# Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Beaverdam is a rural community located along the Chesapeake and Ohio Railroad line in the western corridor of Hanover County, VA. The school celebrated its centennial anniversary in 2006 with area residents who attended the school when it existed as a high school. There is a significant pride in the area and the school and a desire to remain a simple, rural township. Residents vary in occupation from farming their own land to working in town. The school averages 380 students in grades k-5. We have 31 teachers that are representative of our community population. Of our teachers, 78% have advanced degrees. The demographics include a 27.5% economically disadvantaged population making us a Title 1 school. The challenges present themselves through the rural poverty that exists. In the last three years, there has been a change in principal (2011) and assistant principal (2013) and an average of 2-3 teacher turnover per year. As Beaverdam is remote, commuting can play a factor in retaining teachers.

# School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Beaverdam re-wrote their mission statement in 2013 with the new collective focus on The Leader in Me. Staff and stakeholders met to share their goals for our students. All agree on preparing our students for the future through 21st Century Skills to include the applied skills needed for personal and interpersonal relationships. The new Mission Statement is

"Beaverdam students and teachers will synergize to succeed as good citizens, thoughtful learners, and confident leaders."

We feel this embodies our collective goals for our students as well as Covey's 7 Habits of Highly Effective People- the focus of The Leader in Me. Our desire to integrate leadership skills into every aspect of the day is reflected in our mission as well as our practice. In doing so, our students will set their own goals and be expected to demonstrate ownership of their learning as they learn how to become leaders. It is our belief that by developing leaders through the 7 Habits, we are laying a firm foundation that will lead to higher student achievement and an intrinsic motivation to reach for their highest goals.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Beaverdam has received close to $2000 in grant money to participate in "One School, One book" project to promote family reading and school discussion of the same book throughout the school community. Beaverdam has also received $42, 000 from the I am a Leader Foundation in order to implement Steven Covey's The Leader in Me during a span of five years that began in 2013. Our focus for improvement will be in responding to the new rigor of the state English and Math SOL tests. Our specific target groups are our special education population and our economically disadvantaged students.

# Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

# Self Assessment

# Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

# Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating:  2.67

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success. | •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)<br><br>•Current mission statement | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.2 | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice. | •The school's statement of purpose | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available. | •Communication plan and artifacts that show two-way communication to staff and stakeholders | Level 2 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response.  Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

In reviewing Beaverdam Elementary School's Standard One (Purpose and Direction) our committee believes that as a school we have a sense of purpose. This year each class developed and posted their mission statements. These statements aligned with the school's mission statement and gave the school a strong sense of shared purpose. Students have been given multiple opportunities to hold positions of leadership school wide. One area of growth we will pursue next year is to develop a culture of shared beliefs about instruction among all stakeholders .

# Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating:  2.33

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.1 | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management. | •Student handbooks<br><br>•Staff handbooks<br><br>•School handbooks | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.2 | The governing body operates responsibly and functions effectively. | The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.  The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit. | •Governing code of ethics | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership. | •Roles and responsibilities of school leadership | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community. | •Examples of decisions aligned with the school's statement of purpose | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school. | •Minutes from meetings with stakeholders | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning. | •Supervision and evaluation documents with criteria for improving professional practice and student success noted | Level 2 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

In reviewing the governance and leadership of Hanover County Public Schools, it was noted that an areas of strength is that leadership and staff foster a culture consistent with the school's purpose and direction. We are in our second year of The Leader in Me implementation and we have seen growth in the encouragement of leadership for our students and our staff. Additionally, Beaverdam has developed a new mission statement, and each classroom develops its own mission statement that has helped align all goals and decisions in the same direction which is guided by the methods of The Leader in Me.

An area of improvement is noted to be how the governing body could further operate more effectively. Professional development that is targeted to the needs of the school would further support our attempts to meet the specific needs of each student. Our Leader in Me process has developed a consistent practice towards our mission of developing leaders, but opportunities for site based professional development would further support the school.

# Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.67

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.1 | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. | •Lesson plans | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.2 | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. | •Grade Level Benchmark Analysis | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.3 | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. | •Examples of student use of technology as a learning tool | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.4 | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. | •Administrative classroom observation protocols and logs | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities. | •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.6 | Teachers implement the school's instructional process in support of student learning. | Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning. | •Examples of assessments that prompted modification in instruction | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.7 | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel. | •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.8 | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress. | •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.9 | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. | •Students loop with their class and teacher for two years. Strong relationships are built with children and families on account of this two year cycle. Students loop k to 1, 2 to 3, and 4 to 5. | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.10 | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated. | •Online gradebook | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.11 | All staff members participate in a continuous program of professional learning. | All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | •Brief explanation of alignment between professional learning and identified needs | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.12 | The school provides and coordinates learning support services to meet the unique learning needs of students. | School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students. | •Title I students served | Level 3 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response.  Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Areas of strength continue to be engaging our families in their children's education.  Families have many opportunities to participate in students' education such as: academically focused activity nights, Parent Leadership Day.carnivals, Field Days, and PTA meetings.  Parents have continuous access to student progress through PowerSchool and other communications at regular intervals such as interims, report cards, weekly folders, e-connect, teacher blogs, and conferences.  We have also begun to implement student leadership notebooks and school-wide student leadership roles which have the potential to support the instructional process of student learning through goal setting.

At this point, an area of weakness is consistent, strategic, and formal mentoring of individual students throughout their years at Beaverdam. Another area of weakness is consistent monitoring of instructional practices.

In order to improve our areas of weaknesses, we have begun formal plans to support both beginning and experienced teachers and to mentor individual students.

# Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.29

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.1 | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school. | •School budgets for the last three years | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.2 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction. | •Supplemental resources purchased | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.3 | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored. | •Maintenance schedules | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | •Schedule of staff availability to assist students and school personnel related to finding and retrieving information | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.5 | The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure. | •Technology plan and budget to improve technology services and infrastructure | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.6 | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. | •Social classes and services, e.g., bullying, character education<br><br>•List of support services available to students | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.7 | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. | •Description of referral process | Level 3 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

According to Standard 4, Resources and Support Systems, the school's strength is the commitment of teachers to improve instruction. Teachers and support staff collaborate in the best interest of the student. Qualified instructors teach the students about technology and information resources that are accessible to them.

We also recognized areas needing improvement. There is a continued need for an increased budget for hiring and effort to maintain a cleaner environment with functional equipment. As a school, we also should work to provide equitable access to academic and emotional resources.

# Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating:  2.6

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. | •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.2 | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.3 | Professional and support staff are trained in the evaluation, interpretation, and use of data. | Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. | •Training materials specific to the evaluation, interpretation, and use of data | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 5.4 | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. | •Synergy Data Team Meeting Agenda | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 5.5 | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups. | •Cold read reading data | Level 2 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

After reviewing the assessment system implemented by our school, we believe adherence to the guidelines and timelines set forth by our district are followed and maintained by school personnel, which ensures consistent collection of assessment data across classrooms.
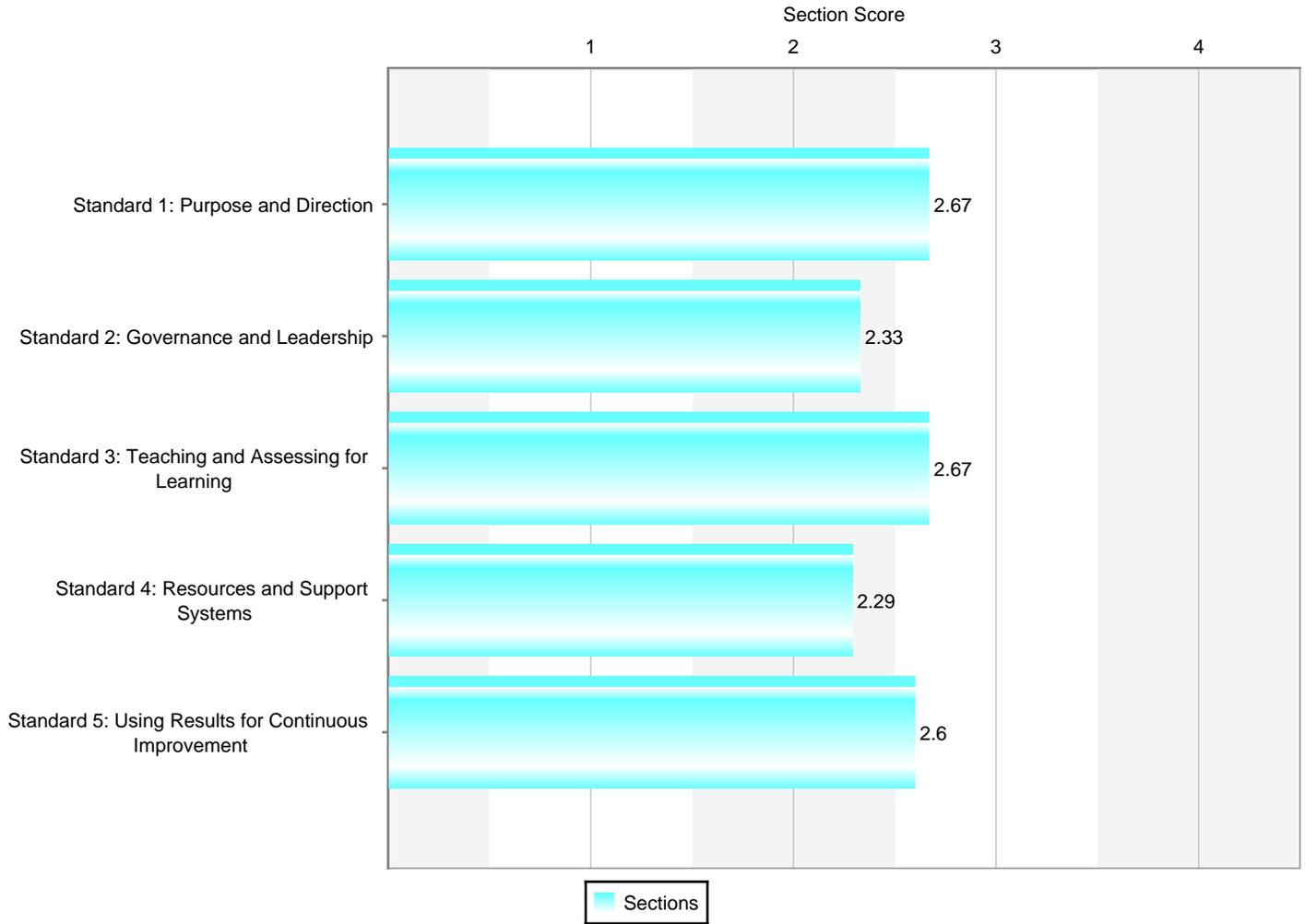
Data is analyzed and reviewed throughout the school year by administrators and school personnel. The careful review of data provides a blueprint for instruction and enables school personnel to design continuous improvement action plans for students, which includes ongoing progress monitoring.

Support of professional development in the areas of assessment administration and analysis are areas in which the school could improve. Even though district wide assessment guidelines and timelines for the collection of data are followed, we feel that administration procedures may not be consistent throughout the school, which yields varying results. Ongoing professional development in the administration of school wide assessments is necessary in order to yield consistent measurements. Additionally, school personnel would benefit from training in the interpretation and analysis of multiple measurement sources.

Communication between the teachers and stakeholders regarding student learning is proficient but could be augmented by increased participation by the administration. This would subsequently provide opportunities for increased dialogue among stakeholders.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 2.33

Standard 3: Teaching and Assessing for Learning — 2.67

Standard 4: Resources and Support Systems — 2.29

Standard 5: Using Results for Continuous Improvement — 2.6

Sections

# Stakeholder Feedback Diagnostic

# Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

# Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | 2015 |

# Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

# Areas of Notable Achievement

**Which area(s) indicate the overall highest level of satisfaction or approval?**

The areas with highest level of satisfaction amongst all stakeholders were Standard 1: Purpose and Direction and 4: Resources and Support Systems

**Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Stakeholder satisfaction is increasing in Standard 2: Governance and Leadership with a cumulative rating of 3.3.  It is noted that leadership and staff foster a culture consistent within the school's purpose and direction. With the second year of implementation of The Leader in Me, we have seen growth of leadership for both students and staff. The school mission statement was also updated to align goals and beliefs echoed in the Leader in Me.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Standard 1 findings are consistent with other stakeholder feedback sources such as parent and student surveys. Other informal surveys (ie: Leader in me surveys) are sent home throughout the year by various groups (Title I, classroom teachers) for continuous improvement purposes.

# Areas in Need of Improvement

**Which area(s) indicate the overall lowest level of satisfaction or approval?**

Overall, the lowest level of satisfaction was Standard 3: Teaching and Assessing for Learning. Standard 3-Indicator 3.9 was noted as an area of improvement by parents, teachers, and students in grades K-2. Staff all indicated Standard 3- Indicator 3.7 as an area of improvement and students in grade 3-5 indicated Standard 5- Indicator 5.1 as an area in need of improvement.

**Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

Stakeholder satisfaction is decreasing in Standard 3: Teaching and Assessing for Learning. A formal structure to provide individual students with consistent and strategic mentoring is lacking. On the surveys, students indicated dissatisfaction with having an adult advocate to support their educational experience. In addition, another area of decreasing satisfaction noted by staff is consistent monitoring of instructional practices.

**What are the implications for these stakeholder perceptions?**

Beaverdam's population is growing in diversity and the rate of transient families has increased. In addition, the rate of staff turnover in recent years has increased. Both of these factors may impact stakeholders' perceptions of not having a formal structure in place to provide consistent and strategic mentorships for students. With regards to the staff's decreased satisfaction of consistent monitoring of instructional practices, the increased rate of staff turnover may also be a contributing factor.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Parent, student, and staff survey findings are consistent with other informal means of feedback with regards to a formal structure in place for student mentorship and consistent monitoring of instructional practices.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics

4

Sections
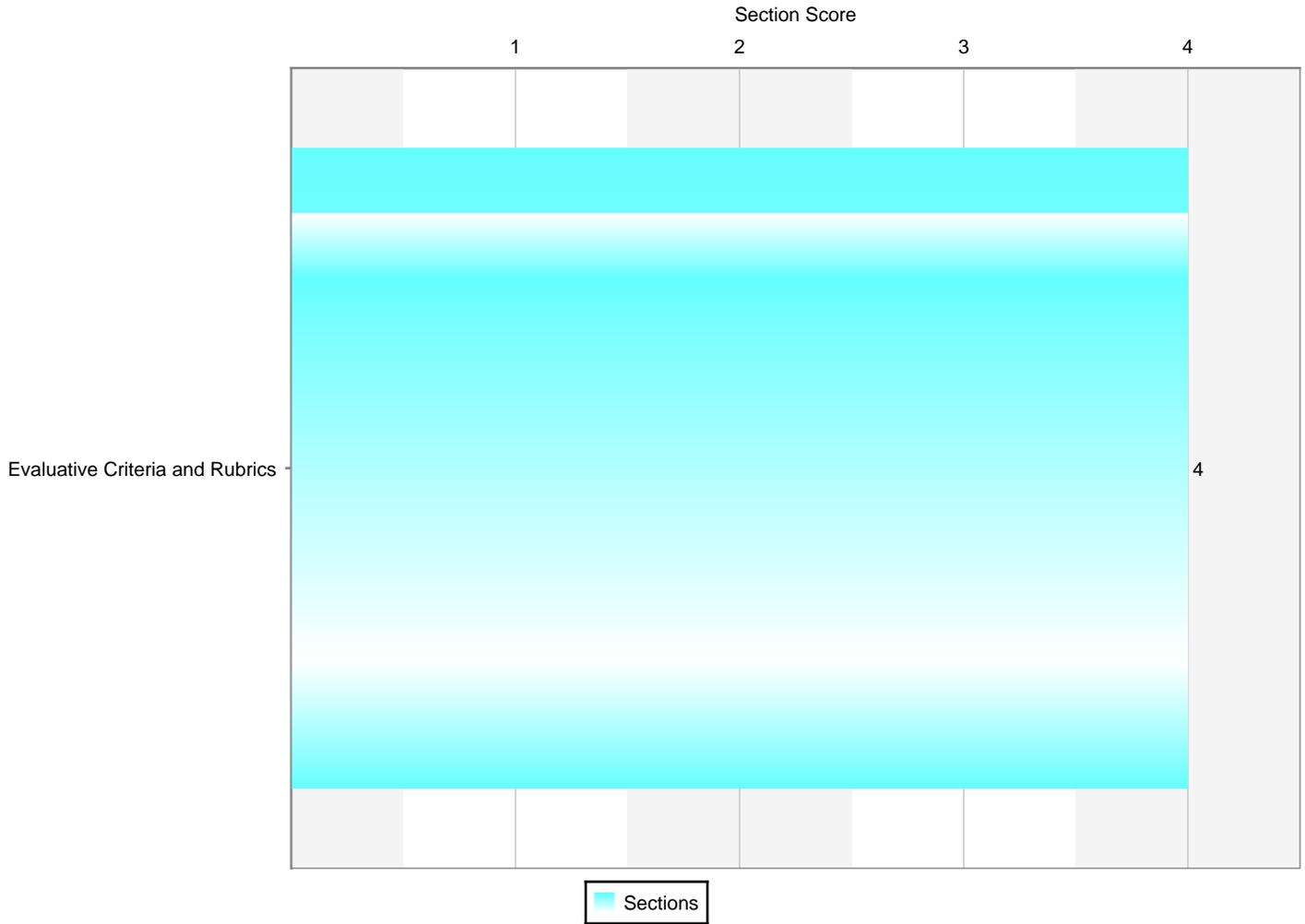
# Student Performance Diagnostic

# Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

# Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | BES Binder |

# Evaluative Criteria and Rubrics

Overall Rating: 3.0

|     | **Statement or Question** | **Response** | **Rating** |
| --- | --- | --- | --- |
| **1.** | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 3 |

|     | **Statement or Question** | **Response** | **Rating** |
| --- | --- | --- | --- |
| **2.** | Test Administration | Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes. | Level 3 |

|     | **Statement or Question** | **Response** | **Rating** |
| --- | --- | --- | --- |
| **3.** | Quality of Learning | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

|     | **Statement or Question** | **Response** | **Rating** |
| --- | --- | --- | --- |
| **4.** | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined. | Level 3 |

# Areas of Notable Achievement

**Which area(s) are above the expected levels of performance?**

State assessments indicate that the students are performing above expected levels of achievement in Social Studies.

**Describe the area(s) that show a positive trend in performance.**

These are the areas that show a positive trend:

While our scores in Math dipped slightly this last year, we have seen a positive trend since 2012.

Reading has remained steady since the new reading SOL test was introduced in 2013.

**Which area(s) indicate the overall highest performance?**

The area that shows the overall highest performance is Social Studies with 100%.

**Which subgroup(s) show a trend toward increasing performance?**

The subgroup that shows an increasing trend in performance is the economically disadvantaged subgroup in math that has grown from 70 to 72%. In addition, our History scores have trended upward ending in 100% this past year.

**Between which subgroups is the achievement gap closing?**

The achievement gap that exists between our white and gap group 2 students is gradually closing in both reading and math.

**Which of the above reported findings are consistent with findings from other data sources?**

Our county and school assessments seem to be accurate in identifying students at risk and consistent with our state testing results.

# Areas in Need of Improvement

**Which area(s) are below the expected levels of performance?**

Beaverdam is at state accreditation standards for reading overall but has fallen below the expected levels for the subgroups of economically disadvantaged in reading, as well as as students with disabilities (listed as too small for a subgroup).

**Describe the area(s) that show a negative trend in performance.**

The subgroup economically disadvantaged has demonstrated a one year decline in reading.

**Which area(s) indicate the overall lowest performance?**

Reading subgroup economically disadvantaged was our lowest performance on state testing. We earned a 58% and the benchmark was 65%.

**Which subgroup(s) show a trend toward decreasing performance?**

While there are some inconsistencies in the trend data, economically disadvantaged for reading has shown the most evidence of a decreasing trend.

**Between which subgroups is the achievement gap becoming greater?**

The gap is widening gradually between our white and economically disadvantaged subgroups in reading.

**Which of the above reported findings are consistent with findings from other data sources?**

Our SOL data is consistent with classroom and county assessments.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics — 3
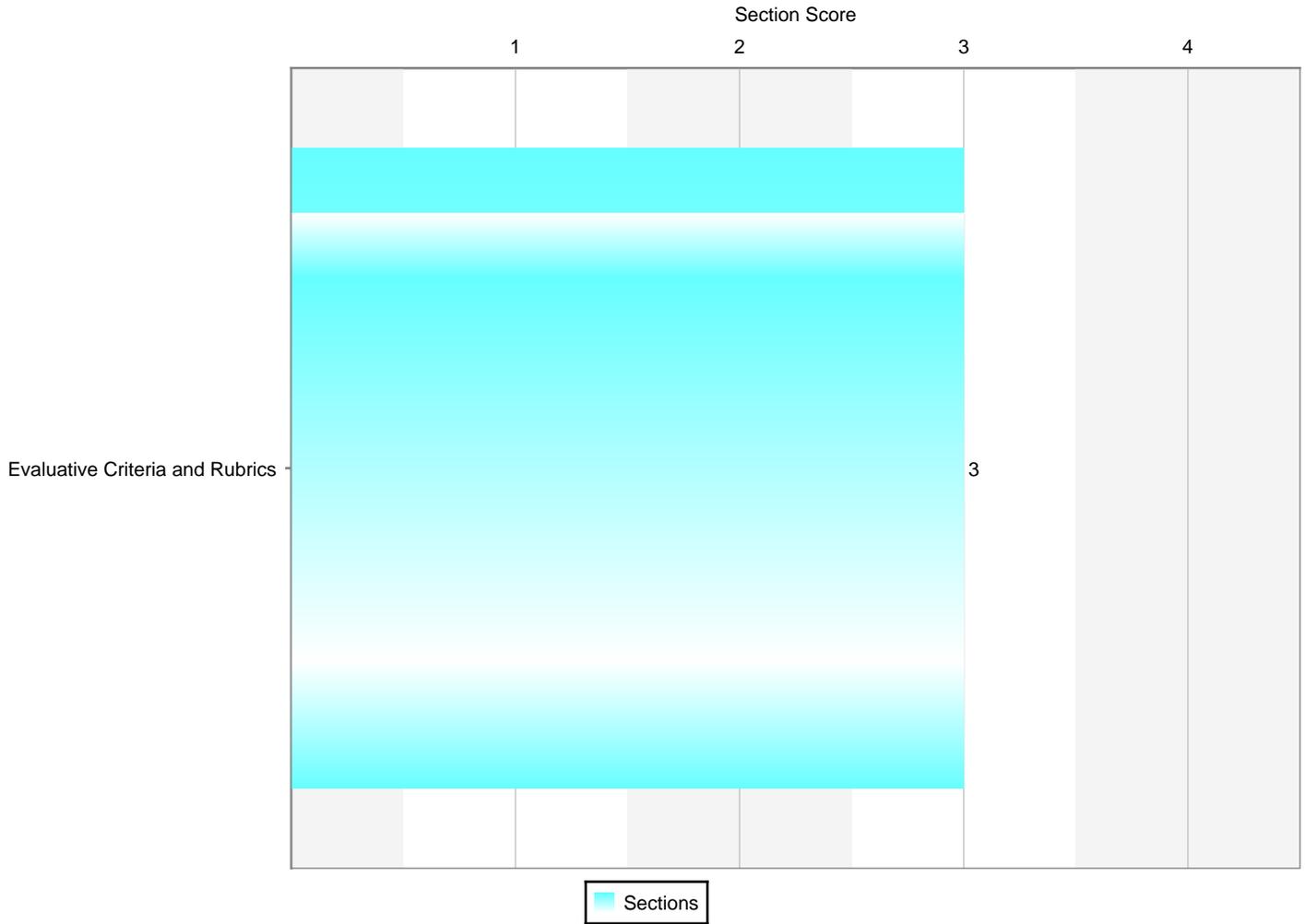
Sections

# AdvancED Assurances

# Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

# AdvancED Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | The institution has read, understands, and complies with the AdvancED Policies and Procedures. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 2. | The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: <br>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction <br>- Mission and purpose of the institution <br>- Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership <br>- Grade levels served by the institution <br>- Staffing, including administrative and other non-teaching professionals personnel <br>- Available facilities, including upkeep and maintenance <br>- Level of funding <br>- School day or school year <br>- Establishment of an additional location geographically apart from the main campus <br>- Student population that causes program or staffing modification(s) <br>- Available programs, including fine arts, practical arts and student activities | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 3. | The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional) | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 4. | The institution monitors all financial transactions through a recognized, regularly audited accounting system. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 5. | The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). | Yes | | |