

EVIDENCE OF SCHOOL SYSTEM EFFECTIVENESS STANDARD FOR ACCREDITATION

A. ISSUES RELATED TO THIS STANDARD

In other sections of this Self-Study Report, the school system has been asked to report evidence of system effectiveness in the Profile of Student Performance and in the self-assessments of compliance with the 12 Middle States Standards for Accreditation.

In this section, the school system is encouraged to add as appendices to this section any documents that provide evidence of school system effectiveness evidence not included in other sections of the Self-Study Report.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The school system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school system meets the Standard. Rate the degree to which the school system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the school system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the school system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the school system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard Evidence of School System Effectiveness

The Standard: The school system systematically collects and rigorously analyzes quantifiable and observable evidence of its students' performance using multiple valid and reliable assessments. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school system's community of stakeholders. The school system demonstrates its value and effectiveness by setting and achieving challenging goals for growth and improvement in all areas of student performance at levels desired and expected by the system's community of stakeholders.

9.1 – 9.15: Indicators for the school system

MSA Indicator of Quality		Rating			
		1	2	3	4
9.1	The school system's leadership and staff commit to, participate in, and share in accountability for student learning.			X	
9.2	Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school system's philosophy/mission.				X
9.3	Assessment results are analyzed with appropriate frequency and rigor for: <ul style="list-style-type: none"> a. individual students as they move through the school system b. cohorts of students as they move through the school system c. comparable (local, state, and national) groups outside of the school system 			X	
9.4	Assessment results are used to make decisions regarding allocation of resources.			X	
9.5	The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their			X	

MSA Indicator of Quality	Rating			
	1	2	3	4
instruction to students' specific learning needs.				
9.6 Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.			X	
9.7 Assessments take into account recent, reliable research findings on child development and growth.			X	
9.8 Assessments reflect understanding of the unique needs and backgrounds of each student.			X	
9.9 Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.			X	
9.10 Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.			X	
9.11 Members of the system's staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.			X	
9.12 Families are viewed as an important source of information and insights about students.			X	
9.13 The school system communicates its assessment policies and practices to the total school system community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).			X	
9.14 Communications with families regarding students' progress in learning and performance is regular, productive, and meaningful.			X	
9.15 Students are learning and performing at levels expected, or progress is being made to raise results accordingly.			X	

9.16: Indicators for school systems that provide all or part of their educational program by a distance modality

	These Indicators are not applicable to our school system.
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MSA Indicator of Quality	Rating			
	1	2	3	4
9.17 The school system implements written policies and procedures to ensure that students fulfill program requirements personally and without inappropriate assistance.				X
9.18 The school system implements written policies and procedures to ensure the identity of the students when assessment of learning is conducted electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.				X
9.19 Members of the system's staff who evaluate student assignments are qualified in the fields they are evaluating.				X
9.20 Data on lesson and course completion rates are used to evaluate and revise, as needed, instructional and educational services.				X

B.1. Stakeholders' comments to support the ratings:
Our survey did not include comments.

STANDARD: Evidence of School System Effectiveness	
Source of Comments	Comments
Central Administration and Staff	• •
Governing Body	• •
Community Stakeholders	• •
Component School #1	

STANDARD: Evidence of School System Effectiveness	
Source of Comments	Comments
• Staff	• •
• Students	• •
• Parents	• •
Component School #2	
• Staff	• •
• Students	• •
• Parents	• •

B.2. Evidence:

Indicator No.	Evidence

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school system MEETS this Standard for Accreditation
	Our self-assessment is that our school system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Requirement of the Standard		Does Not Meet	Meets Partially
Indicator Number	Indicator	Does Not Meet	Meets Partially

C.1. Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:
Describe the degree to which this school's performance differs from the average for the system:

D. ROOT CAUSE ANALYSIS

Foundational Issue: Evidence of School System Effectiveness		
Are there evidence of school system effectiveness standard indicators not met or in need of improvement that inhibit the attainment of the organizational capacity objective?		YES
	X	NO
Data to support your conclusion:	Our district has an extensive data team initiative at all grade levels. Our K – 6 level is particularly good at this model and have fully implemented Response to Instruction and Intervention. We analyze assessment data in	

	our grade/department teams to ensure that it is meeting our goals.
Hypothesis derived from your conclusion:	Continue work with data teams in the district.

E. IMPLICATIONS FOR PLANNING

E.1. List the school system’s significant strengths in meeting the Evidence of School System Effectiveness Standard.

Data team initiative K - 12
Student assessment results

E.2. List the school system’s significant areas in need of improvement in meeting the Evidence of School System Effectiveness Standard.

None

E.3. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Evidence of System Effectiveness that should be included in the action plan in the Plan for Growth and Improvement.

Continue with our data team initiative K – 12.
Expand RtII at the secondary level to meet the needs of at risk students
Expand curriculum enrichment to reach students at the higher achievement levels

F. EVIDENCE TO SUPPORT THE SELF-ASSESSMENT OF THIS STANDARD

Evidence	
<i>For All School Systems:</i>	
Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school system's philosophy/mission	X
Example of a student's transcript	X
Example of students' report card at each level of the school system	X
The system's policies related to assessment of student learning	127
Evidence that...	
<ul style="list-style-type: none"> • Assessment results are analyzed with appropriate frequency and rigor for: <ul style="list-style-type: none"> a. individual students as they move through the school system b. cohorts of students as they move through the school system \ c. comparable (local, state, and national) groups outside of the school system. 	Data Teams, data days on calendar
<ul style="list-style-type: none"> • Assessment results are used to make decisions regarding allocation of resources. 	X
<ul style="list-style-type: none"> • The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs. 	X
<ul style="list-style-type: none"> • Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students. 	X
<ul style="list-style-type: none"> • Assessments take into account recent, reliable research findings on child development and growth. 	X
<ul style="list-style-type: none"> • Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed. 	X
<ul style="list-style-type: none"> • Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions. 	X
<ul style="list-style-type: none"> • Members of the system's staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress. 	X

Evidence	
<ul style="list-style-type: none"> The school system communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals). 	X
<ul style="list-style-type: none"> Communications with families regarding students' progress in learning and performance is regular, productive, and meaningful. 	X
<ul style="list-style-type: none"> Students are learning and performing at levels expected, or progress is being made to raise results accordingly. 	X
<i>For School Systems with Early Age Programs:</i>	
Evidence that children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.	N/A
<i>For School Systems that Provide Distance Education:</i>	
Evidence that...	
<ul style="list-style-type: none"> The school system implements written policies and procedures to ensure that students fulfill program requirements personally and without inappropriate assistance. 	This is one course that they take within the day. It is monitored by a district staff member.
<ul style="list-style-type: none"> The school system implements written policies and procedures to ensure the identity of the students when assessment of learning is conducted electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member. 	N/A
<ul style="list-style-type: none"> Members of the system's staff who evaluate student assignments are qualified in the fields they are evaluating. 	Evaluation by the distance learning teacher
<ul style="list-style-type: none"> Data on lesson and course completion rates are used to evaluate and revise, as needed, instructional and educational services. 	

Evidence	
<i>For Faith-Based School Systems:</i>	
Evidence that evaluation of the students' knowledge of the religious beliefs and values of the school system is included in the school's assessment program.	N/A
<i>For Component Schools:</i>	
Results of the schools' self-assessments of compliance with this Standard for Accreditation and its Indicators of Quality	

