



North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.

Standards Assessment Report

Waterford School District

1150 Scott Lake Road Waterford, Michigan 48328

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

Contents

Introduction & Purpose of the Report 3

Demographics 5

Standard 1. Vision & Purpose 6

Standard 2. Governance & Leadership 9

Standard 3. Teaching & Learning 13

Standard 4. Documenting & Using Results 17

Standard 5. Resource & Support Systems 20

Standard 6. Stakeholder Communications & Relationships 24

Standard 7. Commitment to Continuous Improvement 26

QA Methods 29

Conclusion 31

Standards Assessment Report Summary 32

Introduction & Purpose of the Report

Introduction

Purpose of the 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 four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; 3) optional online peer-to-peer submission; and 4) conclusion.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) 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 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.

Demographics

# Elementary Schools:	14
# Middle Schools:	3
# High Schools:	3
# Other:	1
Grade(s):	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	11700

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.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
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:

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders:

Highly Functional

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support:

Operational

1.3 Identifies system-wide goals and measures to advance the vision:

Highly Functional

1.4 Develops and continuously maintains a profile of the system, its students, and the community :

Operational

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:

Operational

1.6 Reviews its vision and purpose systematically and revises them when appropriate:*Operational***Focus Questions:*****1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?***

Understanding and Commitment to the Vision has been built into our entire Continuous Improvement Process from its beginning. The task force that wrote the Vision statement represented a cross section of stakeholders throughout the community, and systematically reviewed and used the input from hundreds of other stakeholders in their work. As the Vision was being crafted, it was presented for review to central office, building and department administrators, and parent groups (such as the District Advisory Council). Once completed and adopted by the Board of Education, the Vision has been shared widely throughout the district. Principals and departments have engaged in district-designed activities to share and discuss the Vision with staff, and to relate it to their daily work.

Professional development has been provided to all staff, from district administrators to support staff, which allowed them to personalize the Vision to their work and see how they could support it in what they do on a daily basis. This professional development provided leaders with common activities and discussion points to help ensure all staff had opportunities to engage with the Vision and one another. Professional development was held in the spring as the Vision was first shared, and again to launch the new school year in September.

To help continue to familiarize staff and parents with the new Vision statement it is displayed widely, including on stationary, in the entryway of buildings, and in district and school communications.

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 about the school system is maintained and organized in a variety of ways. Each school, as well as the district, provides an Annual Report under Public Act 25 which summarizes school improvement goals, student achievement, parent participation, and points of pride, among other things. Schools and the district also provide periodic newsletters with news specific to parents and community.

One main source of information concerning all aspects of the District is the award winning web-page. The web page is comprehensive and contains information and links for audiences within and outside of the District on school and district level topics. Each school and department have pages that contain links to important information, such as newsletters, Annual Reports, Board of Education meeting minutes, presentations from Board of Education meetings, department contact information, press releases, and more. Parents can do almost everything – from registering a new student to finding out what's for lunch - within the web page.

Teachers and professional staff access another resource for internal use only called ORCA (Online Resource for Curriculum Assessment). ORCA is the resource for gathering, maintaining and accessing student achievement data. Teachers can access complete curriculum documents – state content expectations, units of study, lessons, pacing guides and assessments on ORCA. In addition, all student achievement data is maintained in ORCA. Teachers can quickly access common assessment data, buildings can use and analyze state assessment data, and administrators can export and display data – all from any desktop with internet access.

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

The District leadership ensures alignment with our vision, purpose, and goals by being very transparent and public about the role of the Vision. It is the expectation of District leaders that our work - whatever we do – is guided by the District Vision, Mission and Beliefs.

We model our expectations in a variety of ways. Each Administrative Council meeting begins with a discussion of how the Vision is impacting our work, and how our work is supporting the Vision. The current Facilities Usage Study, for example, involves parents, building staff, and central office leadership in looking at our current use of facilities and current economic conditions, with the charge to make recommendations for the future. One of the parameters for that study is to align their work and recommendations with the District Vision, Mission, and Beliefs. The Vision, Mission and Beliefs were also fundamental in planning grant applications for Project ReImagine, technology grants, and the study of 21st Century Skills. The entire budget process, including the allocation of stimulus money, is put through the decision screen of our Vision, Mission and Beliefs. Seventy-eight percent of our district budget is dedicated to basic academic programming and instruction.

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 has ensured that our Vision, Mission and Beliefs are current by engaging a community-wide Continuous Improvement Process in 2008-09 that was focused on assessing our current reality and modifying our existing Vision, Mission and Beliefs to better represent current and future expectations. This revision of guiding documents is also aligned with practices in the district of curriculum development, school improvement, and assessing student achievement.

Our Continuous Improvement Plan serves as a road map for improvement in all areas of the district by looking at our system across focus areas of improvement. The Plan provides indicators of success along the way to provide evidence of progress, and is also based in our Vision, Mission and Beliefs.

Implementation of ORCA provides a tool for staff at all levels – classroom, building, and district – to monitor student achievement as an integral part of the evidence used to implement and revise plans for improvement.

Overall Assessment:

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.

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.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
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:

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system :

Operational

2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system:

Operational

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

2.4 Implements policies and procedures that provide for the orientation and training of the governing board:

Operational

2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources:

Highly Functional

2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:

Highly Functional

2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations:

Highly Functional

INDICATORS: 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 :

Operational

2.9 Creates and supports collaborative networks of stakeholders to support system programs:

Operational

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals:

Operational

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Operational

2.13 Implements an evaluation system that provides for the professional growth of all personnel:

Emerging

Focus Questions:

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

The Waterford School District operates according to policies established by our Board of Education that are consistent with the Vision, Mission and Core Beliefs, as well as all applicable state and federal laws and policies. Policies are developed after careful deliberations by Central Staff, with input provided as appropriate by supporting departmental staff. Each school's administration implements these policies by adhering to specific regulations and procedures.

Board policies and guidelines are reviewed biannually with the support of NEOLA, and are available to staff and community on-line via our District web site. Specific practices are communicated to building and department staff via appropriate Central Staff directors and supervisors.

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

performance?

The District Continuous Improvement Plan is based on a comprehensive needs assessment with input from a wide range of stakeholders. The Plan identifies action steps and indicators of success that are monitored by leadership in each focus area. In addition, staff at all levels – classroom, building and district – are able to monitor student progress as indicated on common and state assessments via ORCA (web-based Online Resource for Curriculum Assessment).

Our School Improvement process is designed to include a presentation of data by school teams to appropriate supervisors that demonstrates the progress in improving student achievement, and the effectiveness of the school improvement plan.

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

District practices include a District Advisory Council, consisting of parent representatives from each school who meet with the Superintendent and other District staff to share school news, provide input to the District, and gain a global perspective on current District issues. A similar structure for students is the Student Leadership Council.

Special projects, such as the Continuous Improvement Task Force and the Facility Usage Study including Facility Utilization Parameters and Planning Teams. These initiatives invite and engage community leaders, parents and staff to collaborate around specific tasks and charges that affect the operation of the district.

Teachers have leadership opportunities in the District through curriculum committees as curriculum facilitators, project team leaders, or as teacher-leaders for professional development. Teachers also share leadership responsibility in implementing our two professional development days each year.

Each school has an active Parent Teacher Association (PTA) as well as a School Improvement team to assist in the governance and support of the school. School staff organizes their improvement work using Professional Learning Community processes which strengthens leadership capacity within PLC teams. Through these organizations, as well as school newsletters, and individual school websites, principals effectively communicate school improvement efforts and successes.

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

Our district is rich with supportive, equitable opportunities for students to learn. We have developed and implemented a comprehensive student support model that provides a multitude of institutionalized resources for students and teachers. In Kindergarten, for example, a team of administrators studied the impact and feasibility of going from a half day of Kindergarten to full day. The research was clear and full day Kindergarten was instituted in the 2008 school year. The full day provides innumerable additional learning opportunities for young learners. Our support model emphasizes early intervening services placing 19 certified literacy interventionists in our elementary buildings. This support model also finds ways to extend the school day for struggling students by flexing the daily schedule of the interventionists and extends the school year by offering an intensive summer school experience for identified students in August. The comprehensive support model is continued into the middle school level for identified students and is highlighted by our math and reading labs. These support hours for students are standardized across all three middle schools and provide students an additional hour each day to

focus on reading or math. At the high school level, a seminar time is built into the students weekly schedule twice a week where students can travel to different teachers to get additional support, retake assessments and make-up missing assignments. We have also built-in ways for students to recover lost credit. Students are able to access PLATO (an online credit recovery program) throughout the school day and from home twenty-four hours a day.

Innovation is supported by our collaborative relationship with the Waterford Foundation for Public Education, who provides thousands of dollars annually in grant funds to support special classroom and district projects. The District also seeks ways to support innovation in programming, such as the new Aeronautics, Aviation, Aerospace Science and Technology Program through Career and Technical Education offered in cooperation with the Oakland County International Airport, to high school students.

Overall Assessment:

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.

Standard 3. Teaching & Learning

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

Impact Statement: 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.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
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:

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

Operational

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:

Operational

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:

Operational

3.4 Supports instruction that is research-based and reflective of best practice:

Highly Functional

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:

Operational

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:

Operational

3.8 Supports the implementation of interventions to help students meet expectations for student learning :

Operational

3.9 Maintains a system-wide climate that supports student learning:

Highly Functional

3.10 Ensures that curriculum is reviewed and revised at regular intervals:

Operational

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:

Operational

Focus Questions:

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

Teams of teachers work collaboratively to develop district curriculum under the leadership of a curriculum facilitator or a principal. Curriculum is based on state Grade Level Content Expectations. Resources for teachers that are created at the district level include pacing guides, units of study, and assessments. As any curricular area is revised or updated, the most current version of all curriculum documents and resources is always available via ORCA, our Online Resource for Curriculum Assessment, from school or home.

The entire District curriculum for the core content areas has been audited by the district Learning Council along with staff development consultants so that any gaps in content or resources could be addressed. The work of the audit, and follow up by curriculum teams, has resulted in a guaranteed and viable curriculum and assessment system.

Instructional staff is supported in their implementation of the curriculum in a variety of ways. There are frequent opportunities for job-embedded professional development that is facilitated by staff development consultants or teacher leaders. All elementary teachers have common planning time built into their schedules four days per week. Secondary teachers attend Curriculum Alignment Thursday meetings after school six times per year to review, plan and discuss curriculum in content area groups.

Another example of job-embedded staff development is the Teacher2Teacher program. A host teacher is identified in each elementary building, and other teachers meet to learn instructional strategies, visit the host classroom to

observe the strategy, then meet to debrief the visit.

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?

Curriculum is based on state Grade Level Content Expectations. Units of Study for delivering the content are designed from research-based practices for each content area. Examples include a workshop approach for literacy instruction, and constructivist learning theory as the basis for unit design. Input for the design of Units comes from staff development consultants, the District Learning Council, and curriculum teams of teachers.

Teachers engage in book studies and other learning opportunities (such as Teacher2Teacher) to stay abreast of best practice. Text books, when used, are considered resources to help deliver the written curriculum. Students self-assess using rubrics, and are also assessed using common summative assessments which are used across the district.

Elementary interventionists work closely with classroom teachers to design research-based intervention plans for individual at-risk students that provide appropriate instruction and allow for careful progress monitoring.

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?

Teachers organize their school improvement work as Professional Learning Communities. Elementary teachers have common planning time built into the school schedule which allows opportunities to analyze data and collaboratively plan for instruction. Secondary teachers meet regularly in PLC teams or in cross-district content area teams at Curriculum Alignment Thursday meetings.

Professional development is built into the calendar in a variety of ways. There are two district-wide professional development days that are planned to support building-level school improvement work. Teachers meet by grade levels in Building Literacy Teams during the year to plan literacy instruction, and peer-to-peer learning is provided through programs such as Teacher2Teacher.

Teachers new to Waterford are provided support from the staff development consultants on a range of topics from classroom management, student assessment, instructional delivery and curriculum. New teachers are also provided with a mentor to provide individualized support.

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

All professional staff have access to ORCA, our Online Resource for Curriculum Assessment. ORCA is a system for staff to access their curriculum and assessment needs. It is available to all staff at school and at home. All resource links are also accessed through ORCA, including our student attendance system, professional development management system, and commonly used district forms.

The District website is a rich source of information where parents and students can access registration, curriculum, and the high school course catalog, community education and Waterford Parks and Recreation via our website. Students are able to access library and media materials through and from any school in the district through our automated library card catalog system.

Overall Assessment:

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.

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.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
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:

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free :

Operational

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning:

Operational

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance:

Operational

4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders:

Operational

4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness:

Operational

4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence:

Operational

4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

*Operational***Focus Questions:**

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

Each grade level content area has developed common essential learnings and common assessments based on the state GLCE's. District wide assessments are given to students within the same window of time so that the data can be analyzed collectively. Within our continuous improvement structure, buildings have regularly scheduled Curriculum Alignment Thursday meetings (CAT) and building Professional Learning Community groups (PLC). The PLC meeting structure allows teachers of the same grade level within a building to analyze areas of strength and needs, while the CAT meeting structure allows teachers district-wide to align the curriculum and instructional delivery system.

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?

Assessment data is either scanned or directly entered into our Online Resource for Curriculum and Assessment system, ORCA. As soon as the data is in ORCA, teachers have access to a common assessment scores report, summary report, item analysis report and standards report within a matter of minutes. Within each of these reports, teachers can see where their classroom scores stand when compared to building and district scores. The standards report allows teachers to identify which power standards their class is doing well in as well as the power standards that are in need of addressing. This allows the individual teacher to plan their curriculum content and delivery to target the specific needs of their classroom. Within the item analysis, teachers can drill into low-performing questions and see if the question was just an issue within their class, within their building or whether it was a district-wide issue. In addition, teachers can quickly see which of their students answered the question right, and which ones need review and/or re-teaching. This ability allows teachers to qualify their data in order to identify gaps in learning within their classroom, make teaching decisions based on real-time data and plan lessons for whole class or strategy groups to target the needs of all students.

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

The use of the reports described above is also available for the purpose of building and district analysis. Within the CAT meeting structure, staff developers can identify, by standard, where the strengths and future strengths (current weaknesses) of the curriculum lie. In addition, the data shows buildings or teachers that are outperforming trends, allowing staff developers and administrators to identify practices occurring in pockets across the district that are performing well. These practices can be analyzed and replicated to eventually bring up

the district achievement on a particular standard. In addition to identifying district best practices, the data also helps to determine the relevancy of our assessments. In looking at a district item analysis report, staff developers can analyze questions that the entire district did poorly on in order to determine whether it is a result of a bad question or a gap in the curriculum.

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?

District staff has all had initial training on how to find curriculum, administer assessments and access analysis reports. Each report was specifically designed to be user-friendly and show data in a compelling way. ORCA also contains many “how to” documents or presentations to provide support to users. Additional training is occurring continuously throughout the year during PLC and CAT meetings. There is both district initiated and building administrator initiated professional development to ensure that all teachers and administrators know how to use the tools provided.

Principals have regular updates and there is a technology users group that meets monthly for administrators to share local best practices and receive relevant training. We have a full time technology staff developer, of which assessment data and analysis is a large priority. The staff development team has had input into the development of ORCA, and they meet monthly with the Assistant Superintendent of Instruction and Accountability and the Supervisor of Instructional Data to plan the most relevant professional development.

Overall Assessment:

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.

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.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
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: Human Resources. In fulfillment of this standard, the system:

5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities:

Operational

5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff:

Emerging

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:

Highly Functional

INDICATORS: 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:

Highly Functional

5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures:

Highly Functional

INDICATORS: 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:

Highly Functional

5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders:

Highly Functional

5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment:

Highly Functional

5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals:

Emerging

INDICATORS: 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:

Operational

5.12 Provides student support services coordinated with the school, home, and community:

Operational

Focus Questions:

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?

Qualified candidates for employment are identified and selected for interview from referrals, the Intermediate School District consortium, and temporary employees who are offered full-time employment. All instructional staff are highly qualified and placed in positions that are appropriate for their certification. In addition, great care to ensure that the appropriate candidate is placed in a position that will utilize their strengths while fulfilling the requirements of the position.

All teaching staff are evaluated based on a collaboratively developed process that is defined in the Waterford Professional Growth and Evaluation System. Founded upon the work of Charlotte Danielson's Framework for Teaching, the process relies heavily on guided growth in a collaborative relationship between the supervisor and

teacher. New teachers are provided with an orientation to the district and its policies. They also participate in book studies that are specific to their needs as first, second, or third year teachers. In addition, they receive the support of a mentor teacher that is selected on criteria of proximity, common assignment, and qualifications. There is a differentiated process for probationary teachers that focuses on specific Domains that are cumulative as the probationary teacher nears achieving tenure.

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?

The budgeting process involves using an 80-20 (80% instructional, 20% non-instructional) ratio of budgetary expenses. During difficult financial times, that focus keeps reductions from the classroom as much as possible. The District leadership team has made many modifications to other budget items to continue to support the vision, such as realigning steps in the teacher contract and modifying health care benefits. We have also stopped funding certain programs or projects in order to reallocate those funds to programs that have demonstrated a higher level of effectiveness. For example, we have reduced our staff of teacher assistants, but replaced them with fewer certified teachers as interventionists in elementary buildings, and allocated resources for smaller support classes in middle school.

District leadership meets weekly to monitor budgetary decisions, and filter those decisions through our Mission, Vision and Beliefs. We continue, for example, to have a robust performing and visual arts program at all levels in support of our beliefs about a well rounded education. The budget process includes consideration of alternative service delivery methods, such as using outside providers for drivers education in place of providing those services internally, and the use of third-party contract employees for guest teachers and administrators, saving overhead costs of those employees.

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

Resources are allocated based upon building and student needs, not necessarily on student enrollment. For example, one of our smallest elementary schools is also our highest risk school. They receive the services of additional literacy interventionists based on their needs, not on enrollment. Matching student needs to the allocation resources is also evidenced in practices such as providing transportation to our at risk students for summer school which doubled attendance to that intervention program.

District leadership meets weekly to monitor the status of budget and the need for adjustments or reallocations. Regular reports by District leadership to the Board of Education detail how resources and support services are being allocated to address the needs of all students. Financial software blocks any overages that would affect the 80% instructional/20% non-instructional balance of the budget.

Overall Assessment:

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.

Standard 6. Stakeholder Communications & Relationships

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

Impact Statement: 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.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
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:

6.1 Fosters collaboration with community stakeholders to support student learning:

Highly Functional

6.2 Uses system-wide strategies to listen to and communicate with stakeholders:

Highly Functional

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system:

Operational

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Operational

6.5 Provides information that is meaningful and useful to stakeholders:

Operational

Focus Questions:

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

Community members are involved in many ways. The Continuous improvement process engaged a wide-range of stakeholders - staff, parents, community - in conversations of significance which has resulted in our current Vision, Mission and Core Beliefs, as well as the input to create priorities for our Continuous Improvement Plan. Many stakeholder groups are provided with opportunities for two-way communication through meetings such as the District Advisory Council and Student Advisory Council.

The District website provides parents and the community at-large with an opportunity to seek information and share opinions through an interactive "Q&A" link. Surveys of parents, staff, and administrators are used often to elicit feedback on specific topics and areas of satisfaction or need.

2. What 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 District hosts an award-winning website that provides information on a wide range of topics, including Annual Reports for each building that provide achievement and school improvement data. Board of Education meetings are televised live and in rebroadcast. Reports are provided to the Board of Education on student achievement regularly, including semi-annual student achievement reports to provide a comprehensive look at student achievement in the district. Channel 22 is the District channel for programming that includes Board of Education meetings as well as other informative programs.

Many new technologies, such as Twitter, are also used to reach as many stakeholders as possible. Edline, a web-based parent portal into our district data system, provides information on grades, attendance and curriculum. ORCA, our Online Resource for Curriculum Assessment, is a tool heavily used by teachers and administrators to collect and analyze achievement and other data on student performance.

Overall Assessment:

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.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
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:

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 documents and uses the results to inform future improvement efforts (Results):
Operational

7.2 Engages stakeholders in the processes of continuous improvement:
Operational

7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning:
Operational

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:

Highly Functional

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals:

Operational

7.6 Monitors and communicates the results of improvement efforts to stakeholders:

Emerging

7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement :

Emerging

7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide:

Operational

7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts:

Operational

Focus Questions:

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.

We are engaged in continuous improvement on two aligned levels. We have developed a District Continuous Improvement Plan based on data and the input of stakeholders. This was developed by department staff most closely aligned to the focus area, with input and feedback from a cross-section of district staff. The plan is also aligned with AdvancED standards, and contains specific timelines, responsibilities and action plans while identifying indicators of success relative to system effectiveness.

Each school also engages in a district-aligned, building-based school improvement process developed from an analysis of student data at each building. Goals and plans are developed in terms of improving student achievement. The process involves creating a data profile of each school, identifying goals and objectives as part of a common planning template, peer review and presentation of results during each annual cycle.

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?

School improvement goals are developed in direct response to a building-level analysis of student achievement data. As part of the process of developing the plans, each school engages staff in a discussion and review of our district's vision, mission and beliefs. Goals are shared between principals as "critical friends". Plans are likewise shared among school improvement committees in a form of peer review. Goals and plans are also reviewed by the district School Improvement Chair and the Assistant Superintendent for Instruction and Accountability.

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?

Each building-level school improvement plan includes a component for addressing needed professional

development. In addition, a district professional development plan has been developed to provide a wide range of professional development opportunities for district staff. Further, staff is able to access professional development provided by the Intermediate School District (Oakland Schools) which is delivered both at the ISD and also in district.

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

Building level school improvement plans are developed within a process that includes accountability for goal and plan development, peer review of plans, and presentation of results to a district committee. Results are also communicated via the Annual Report provided by each individual school and the District as a whole.

The District Continuous Improvement action plans will be monitored by leaders in each focus area based upon the indicators of success identified in the plan. Progress is communicated to the Board of Education and the public through frequent updates at the Board of Education meetings, as well as through the District newsletter and website.

Overall Assessment:

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.

QA Methods

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

Teachers assess students using district-wide common assessments. Results are entered electronically into ORCA, our Online Resource for Curriculum Assessment. Results are available immediately to teachers for making instructional decisions, that are also housed in ORCA for analysis over time.

The Waterford School Improvement Process provides a structure for schools to plan, implement and assess goals. Schools submit school improvement plans on ORCA. A Peer Review is held each October for schools to share their plans in a structured way and receive feedback on their work. Schools will also make a data presentation each spring to document and share results on their plans with a panel that includes central office supervisors.

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

Elementary and Secondary Supervisors meet regularly with building administrators to plan and discuss improvement initiatives and student performance, and to share progress toward district and department goals. In addition, the Supervisors meet individually with administrators to gain insight into practices and progress at individual buildings.

Administrative Council meetings are held to provide a forum for all administrators - instructional and non-instructional - to learn important information, provide input, and share knowledge on a wide range of district issues.

Support is also provided across the district through the thoughtful allocation of resources to buildings and departments in such a way that supports our Vision, Mission and Core Beliefs.

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

Our participation in and commitment to accreditation by the North Central Association is a tangible means of expecting that all schools meet the standards regarding accreditation. All schools self-assess on the standards annually, and integrate the results into their school improvement plans. Central Staff members analyze their departments in relation to the standards and provide feedback on all the standards in the District self assessment. The Continuous Improvement Plan is organized around focus areas that are aligned with the AdvancED standards.

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

Assessment data is entered into ORCA. As soon as it is entered, teachers have access to reports within a matter of minutes. Within each of the reports, teachers can see how their classroom scores compared to building and

district scores. Data stored within ORCA is available to teachers and administrator online at home or at school.

Results are also communicated through each building's Annual Report to the Community, and in semi-annual comprehensive reports to the Board of Education which are also broadcast throughout the community.

Conclusion

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

Focus Questions

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

As a District, we have many good practices and procedures in place. Waterford is a very good place for students to learn and educators to work. Ensuring that our practices are all systemic continues to be challenging, and our internal evaluation has identified some areas where we excel and others where we can continue to improve.

We are confident that many of the initiatives we have established (such as the Continuous Improvement Process and the Facility Utilization Study) are supportive of the standards. Our current practices enable us to seek new ways to be both systemic and systematic in our approach to Continuous Improvement.

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?

Even in the face of our biggest budget challenges ever, we continue to maintain a focus on instruction and to support the instructional program. Our 80/20 (80% instructional, 20% non-instructional) ratio for budgetary expenses keeps us grounded in our most important work - teaching and learning for all students.

Our access to data (via ORCA) is a huge boost to our ability to be data-driven, and our school improvement process enables us to align our practices across 22 schools in ways that will continually improve our effectiveness.

Communication with and among stakeholders is also a strength, especially in our use of technology (such as ORCA, Edline, and our District website).

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

School funding continues to be a challenge for all Michigan districts, including Waterford. Reduced revenue at the state level results in reductions to districts, even after the start of a budget year.

Maintaining the technology infrastructure to support our understanding of best practices and the information needs of schools is also a challenge.

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

The self-assessment has provided us with the opportunity to identify gaps and surface needs that can be addressed in our Continuous Improvement Plan and our school improvement process. These insights will also inform our budgeting process.

We will also celebrate some of the achievements we have made in many of the areas within the self assessment.

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision & Purpose				
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders				✓
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support			✓	
1.3 Identifies system-wide goals and measures to advance the vision				✓
1.4 Develops and continuously maintains a profile of the system, its students, and the community			✓	
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			✓	
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance & Leadership				
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system			✓	
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system			✓	
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Implements policies and procedures that provide for the orientation and training of the governing board			✓	
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources				✓
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				✓
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations				✓
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness			✓	
2.9 Creates and supports collaborative networks of stakeholders to support system programs			✓	
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals			✓	
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.12 Assesses and addresses community expectations and stakeholder satisfaction			✓	
2.13 Implements an evaluation system that provides for the professional growth of all personnel		✓		
3. Teaching & Learning				
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills			✓	
3.2 Establishes expectations and supports student engagement in the 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			✓	
3.4 Supports instruction that is research-based and reflective of best practice				✓
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			✓	
3.6 Allocates and protects instructional time to support student learning				✓
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment			✓	
3.8 Supports the implementation of interventions to help students meet expectations for student learning			✓	
3.9 Maintains a system-wide climate that supports student learning				✓
3.10 Ensures that curriculum is reviewed and revised at regular intervals			✓	
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			✓	
4. Documenting & Using Results				
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that 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			✓	

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance			✓	
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			✓	
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness			✓	
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence			✓	
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			✓	
5. Resource & Support Systems				
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities			✓	
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as 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	✓			
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				✓
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				✓
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures				✓
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment				✓
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders				✓
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment				✓
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals	✓			
5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students			✓	
5.12 Provides student support services coordinated with the school, home, and community			✓	
6. Stakeholder Communications & Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning				✓
6.2 Uses system-wide strategies to listen to and communicate with stakeholders				✓
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information that is meaningful and useful to stakeholders			✓	
7. Commitment to Continuous Improvement				
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 documents and uses the results to inform future improvement efforts (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			✓	
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				✓
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals			✓	
7.6 Monitors and communicates the results of improvement efforts to stakeholders	✓			
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement	✓			
7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide			✓	
7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts			✓	