



# **Accreditation Report**

**Southern Middle School**

**Alamance-Burlington School System**

Ms. Heather Ward  
771 Southern High School Road  
Graham, NC 27253

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	8

## **Self Assessment**

Introduction.....	10
Standard 1: Purpose and Direction.....	11
Standard 2: Governance and Leadership.....	14
Standard 3: Teaching and Assessing for Learning.....	17
Standard 4: Resources and Support Systems.....	22
Standard 5: Using Results for Continuous Improvement.....	25
Report Summary.....	27

## **Assurances Report**

AdvancED Assurances.....	29
--------------------------	----

## **Student Performance Diagnostic**

Introduction ..... 31

Assessment Scores ..... 32

Areas of Notable Achievement ..... 33

Areas in Need of Improvement ..... 35

**Stakeholder Feedback Diagnostic**

Introduction ..... 38

Criteria for Assessing Stakeholder Feedback ..... 39

Areas of Notable Achievement ..... 40

Areas in Need of Improvement ..... 41

DRAFT

# Executive Summary

DRAFT

## 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.

DRAFT

## 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?**

Southern Middle School, built in 1975, serves a rural population in the southern region of Alamance County with land areas primarily made up of farm land and unimproved land which has no major center of population. The northern most edge of our zone includes areas which are on the outskirts of the cities of Graham and Burlington. Unincorporated communities serve as hubs for seasonal recreational activities within the zone. Retail commerce and industrial sites are extremely limited within our school zone. Our students are drawn from five elementary schools located in the southern part of Alamance County: Alexander Wilson, B. Everett Jordan, E. M. Holt, Highland, and Sylvan. Our current enrollment for the 2012 - 2013 school year is 840 students. One of the unique challenges presented by serving such a large land mass is the school's proximity to the homes of students. The majority of students live miles from the school. A large portion of our student body is bus riders with limited ability to remain at the school for after school activities.

### Subgroup Composition of the School:

White - 83%

African American - 6%

Hispanic - 7%

Multi-racial - 2%

Asian - 1.2%

American Indian- .4%

Free and Reduced Lunch (Economically Disadvantaged) - 38.42%

EC (Exceptional Children) - 12%

AIG (Academically and Intellectually Gifted) - 20%

### Teaching Staff Composition:

Bachelor Degree - 60 teachers

Masters - 19 teachers

National Board Certified - 6 teachers

Highly Qualified - 100% of teaching staff

AIG Certification - 8 teachers

Advanced Studies - 3 teachers

The community has undergone only slight changes in the diversity of its population and size during the past three years. Since June of 2009, our total student population has grown from 803 to 840. Hispanic student population as a ratio of total population has increased by 1%, Black population as a ratio of total population has increased by 1%, and White population as a ratio of total population has decreased by 2%. Economically Disadvantaged students have increased by 2% as a ratio of the total student population. Students with Disabilities have increased by 1.5%.

## 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.**

Southern Middle School began the task of redefining its beliefs and mission during the spring of 2012 when the School Improvement Team committee examined the existing mission statement. Our new mission and vision were presented by staff and each staff member received opportunities to give input regarding the proposed school mission and vision statement. The faculty voted to change our mission and vision for Southern Middle School. We used the new mission and vision to use that as a focus as we examined data to create our new School Improvement Plan for 2012 - 2013. We used our new mission and vision to direct our activities for our opening faculty meeting in August 2012, along with the motto TEAM (Together Everyone Achieves More) to direct ways that we can work together to achieve our mission and vision.

### Mission Statement

Providing engaging work for all students and establishing high academic standards for all students will enable SMS to educate all students to become responsible citizens in a rapidly changing world.

### Vision Statement

The vision for SMS students:

- ☐ Engage in rigorous and meaningful work,
- ☐ receive timely and focused interventions and enrichment
- ☐ participate in collaborative learning that meets the demanding skill sets needed of 21st century learners and globally responsible citizens,
- ☐ hold themselves to high academic standards by submitting quality work and being responsible for meeting academic deadlines,
- ☐ and, student's varied needs met through a balanced curriculum delivered by teachers who create a classroom culture founded on high expectations and data to drive daily instructional practices.

It is our goal to provide resources and needed assistance to students who struggle and are below grade level in math and reading. Our vision is to provide rigorous instruction to engage students in higher order thinking opportunities to prepare them for College and Career Readiness.

Our teachers' capacity for learning and ability to utilize data are strengths. These strengths have helped to support our goals and initiatives to be responsive to student needs. The capacity for growth is displayed by the professional development and intervention trainings in which staff has participated. During the past three years 77% of our certified staff members have been trained in the delivery of a math and/or reading researched based intervention.

Southern Middle School has created a schedule to provide extra opportunities for intervention and enrichment during the school day. The schedule allows for flexibility to provide course offerings to meet instructional needs of students throughout the school day. Currently, 343 student seats are utilized daily for delivery of Corrective Reading, Intensive Reading, and Trans Math course, which are research based programs to target student's reading and math deficiencies (90 Intensive Reading students, 174 Corrective Reading students, 79 Trans Math students).

During the past three years Southern Middle School has implemented the PBIS and Capturing Kids Hearts processes to help sustain a positive learning environment for students. In addition, last year Southern Middle School began the process for implementing RTI (Response to Intervention).

DRAFT

## 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.**

Based upon results of the 2011-2012 school year as compared to the 2010-2011 school year, strengths and accomplishments of Southern Middle School are:

- ☐ Providing interventions in small groups to target subgroups
- ☐ Flexible and adaptive staff to provide structure and logistical support for intervention and enrichment staff
- ☐ 4.8% improvement in reading proficiency in Hispanic subgroup
- ☐ 2.6% improvement in reading proficiency in Economically Disadvantage subgroup
- ☐ 15.7 % improvement in reading proficiency in Students with Disabilities subgroup
- ☐ 2.5% improvement in math proficiency for all students
- ☐ 8.1% improvement in math proficiency for Hispanic subgroup
- ☐ 2.7% improvement in math proficiency for White subgroup
- ☐ 5.6% improvement in math proficiency for Economically Disadvantaged subgroup
- ☐ 9.3% improvement in math proficiency for Students with Disabilities for subgroup

Subgroups between which the achievement gap is closing (based on comparison of 2010-2011 data to 2011-2012 data):

- ☐ Hispanic group gained 5.2% on End of Grade reading scores
- ☐ Economically Disadvantaged group gained 3% on End of Grade Reading scores
- ☐ Students with Disabilities group gained 16.1% on End of Grade Reading scores
- ☐ Hispanic group gained 7.2% on End of Grade math scores
- ☐ Students with Disabilities group gained 6.8% on End of Grade math scores

Areas above expected performance (based on student performance data - weighted mean) are:

- ☐ NC End of Course Algebra I 100% proficiency with (weighted mean = 3.72)
- ☐ NC End of Grade Math grade 6 (weighted mean = 3.22)
- ☐ NC End of Grade Math grade 7 (weighted mean = 3.15)
- ☐ NC End of Grade Math grade 8 (weighted mean = 3.15)

Evidence of sustained improvements when comparing 2008-2009 data to 2011-2012 data shows dramatic increases in proficiency rates in all measurable subgroups:

- Increases in reading proficiency for all +2.7%
- Increases in reading proficiency for Hispanic +8.8%
- Increases in reading proficiency for White +3.4
- Increases in reading proficiency for Economically Disadvantaged +5.4%
- Increases in reading proficiency for Students with Disabilities +17.5%
- Increases in math proficiency for all +5.6%

Increases in math proficiency for Hispanic +16.6%

Increases in math proficiency for White +5.3%

Increases in math proficiency for Economically Disadvantaged +8.9%

Increases in math proficiency for Students with Disabilities +17.5%

Persistent performance gaps between our subgroups remain a concern for us going forward (based on comparison of 2010-2011 test data to 2011-2012 test data):

☺ Reading Black (-22.5)

☺ Reading Hispanic (-11.3)

☺ Reading Economically disadvantaged (-11.6)

☺ Reading Students with disabilities (-36.9)

☺ Math Black (-8.9)

☺ Math Economically disadvantaged (-5.0)

☺ Math Students with disabilities (-30.6)

Our priorities documented in the current School Improvement Plan that will be areas of focus for your school:

☺ Need more intervention capacity and need more capacity to deliver multiple interventions (math and reading) to individual students

☺ Need growth in higher level students

☺ Need to improve attendance of more poorly performing students

☺ Need to more routinely provide rigorous and engaging differentiated work with high standards

☺ Need to motivate students who have low cognitive confidence and low cognitive competence (those with a track record of failure/have continually experienced failure through elementary and middle school)

## Additional Information

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

NA

DRAFT

## Self Assessment

DRAFT

## **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.

DRAFT

## 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: 3.0

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.	<ul style="list-style-type: none"> <li>•Purpose statements - past and present</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> </ul>	Level 3

## Accreditation Report

Southern Middle School

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 documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•The school data profile</li><li>•Survey results</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li></ul>	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.**

Southern Middle 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 its purpose statement is documented. This process is formalized and implemented annually, with participation by representatives from all stakeholder groups including administrators, teachers, and parents. Southern Middle School's purpose statement clearly focuses on student success.

Southern Middle School leadership and staff are committed 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 and is regularly reflected in communication among leaders and staff. Teachers utilize multiple student assessments to create challenging educational programs and equitable learning experiences that 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. Southern Middle leadership and staff meet regularly in Professional Learning Communities and share high expectations for professional practice.

Southern Middle School's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning, while engaging all stakeholder groups in the process. School leaders utilize student data and test results to implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. This profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose and have measureable performance targets.

The process includes action planning that identifies measureable objectives, strategies, activities, resources, and timelines for achieving

improvement goals and school leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. This process is reviewed and evaluated annually and documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.

DRAFT

## Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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 support the school's purpose and direction and the effective operation of the school. 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 all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•School handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•Staff handbooks</li> <li>•Student handbooks</li> <li>•agenda for PBiS</li> </ul>	Level 3

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.	<ul style="list-style-type: none"> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Governing body minutes relating to training</li> <li>•Historical compliance data</li> <li>•Governing body training plan</li> <li>•Governing code of ethics</li> <li>•Communications about program regulations</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> </ul>	Level 3

# Accreditation Report

Southern Middle School

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.	<ul style="list-style-type: none"> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> </ul>	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 align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Communication plan</li> <li>•Minutes from meetings with stakeholders</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 3

## Accreditation Report

Southern Middle School

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 focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Representative supervision and evaluation reports</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li></ul>	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.**

Southern Alamance Middle School is strong in each of the subcategories of standard 2. While no area is considered perfect, the governing body as a whole strives to reach the maximum potential of each staff member, student, and stakeholder.

Looking at standard 2.1, we feel that our strengths lie with the district handbook for students and staff as well as the school's handbook for the students. We incorporate Capturing Kids Hearts (CKH) and Positive Behavior Intervention and Support (PBIS) on a daily basis to guide our instruction and management of classroom behaviors. We are also in the transition stages of moving to Response To Intervention (RTI) to further guide our instruction to better student success.

Standard 2.2 speaks to the responsibility and functions of our governing body. As a committee, this was our weakest area. While we have several subgroups within the school that do an excellent job with their areas of expertise, there is no defined method of communicating all of their information to the other stakeholders.

The day-to-day operations that are mentioned in standard 2.3 are strong for Southern Middle School. We have a staff handbook to refer to with all of the administrators duties as well as all of the teacher's duties. The school's webpage can be accessed by stakeholders for pertinent information as well as individual teacher's webpages.

The committee feels that standard 2.4 is our strongest area. We feel that every teachers strives to meet the school's purpose and direction. Teachers are required to meet in Professional Learning Communities (PLCs) once a week for their academic areas. This ensures that all students are being taught topics in a similar manner. Scores for common assessments are also discussed and students who need further help on a topic are addressed.

Standard 2.5 is also a strength as decided by the committee. Our Parent Teacher Student Organization (PTSO) does an excellent job of getting community members involved with Southern Middle School.

Finally, the committee feels that we do a good job of standard 2.6 as well. There are many opportunities for professional development offered by the school district and by the school administrators. All teachers employed are highly qualified in their area. Teachers are provided notes after formal and informal evaluations. This is done with the intent of improving student success.

### 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.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Course descriptions</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Lesson plans aligned to the curriculum</li> <li>•Common assessments</li> <li>•Curriculum guides</li> </ul>	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 sometimes 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 groups of students when necessary. Teachers sometimes 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.	<ul style="list-style-type: none"> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Agenda items addressing these strategies</li> <li>•Teacher evaluation criteria</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Examples of student use of technology as a learning tool</li> </ul>	Level 2

**Accreditation Report**

Southern Middle School

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 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.	<ul style="list-style-type: none"> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Curriculum maps</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Calendar/schedule of learning community meetings</li> <li>•Agendas and minutes of collaborative learning committees</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

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.	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 all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> </ul>	Level 3

**Accreditation Report**

Southern Middle School

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 and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Volunteer program with variety of options for participation</li> <li>•Email newsletters, grades-online, school and teacher websites</li> </ul>	Level 3

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 long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Teaching Teams</li> </ul>	Level 3

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.	<ul style="list-style-type: none"> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Policies, processes, and procedures on reporting grades</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 3

## Accreditation Report

Southern Middle School

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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	•List of learning support services and student population served by such services	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.**

The implementation of Common Core and Essential Standards should provide more challenging and equitable opportunities for students to develop learning skills, critical thinking skills and life skills. Common Core Standards spiral from one grade level to the next which in turn should prepare students for success at the next grade level. This is our first year of implementation of Common Core and Essential Standards. Ongoing professional development at both the district and school level should support a smooth and effective transition for students and staff.

Common assessments across grade level content areas (including pre and post tests) ensure horizontal alignment while instruction aligned with Common Core Standards (which spiral) ensure vertical alignment. Data collected from common assessments and benchmark tests is used for regrouping and re-teaching. Most, but not all teachers collect and utilize data in this fashion. Once we have a more streamlined system of data collection in place (the Data Warehouse) we should show improvement in this area.

Common core standards encourage the development of higher level/critical thinking skills. Most teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.

School leaders monitor instructional practices through administrative classroom walk through observations and logs.

Professional learning communities (content area) meet weekly. Time is also set aside for team and grade level meetings to take place. These designated times provide an opportunity for benchmark and common assessment data to be reviewed so that any necessary adjustments can be made to instruction.

The staff has received training (through NC Falcon) on formative assessments. Formative assessments provide teachers with opportunities to modify instruction while at the same time providing students with timely feedback.

Mentoring programs exist for beginning teachers. Beginning teachers are assigned mentors who provide support across all areas. The district also provides beginning teacher support and training through the beginning teacher program which is three years in length. The strong focus on Professional Learning Communities at SMS is a move in the right direction for improvement in this area as this provides teachers with conditions that support learning.

SMS PTSA provides opportunities for parent participation. Curriculum night is held in September to inform families of academic expectations specific to the child's grade level and content area. Progress reports are issued twice each quarter (at three week intervals). Connect-Ed phone messages inform families of upcoming opportunities and important events. One area of improvement is the NC Wise Parent Assistant Module which was implemented this year. PAM allows parents to view their student's progress (grades and assignments) online.

School personnel conduct social skills groups and anger management groups. Students with needs in these areas meet on a regular basis in a small group setting.

Most, but not all teachers use common grading policies. All teachers now use common reporting procedures through NC Wise. The Parent Assistant Module allows parents to monitor student progress.

All staff members participate in a continuous program of professional development both at the district and school level. The district provides ongoing support and training on implementation of the Common Core Standards and Essential Standards. Professional development is systematically evaluated through participant evaluations/feedback. Additional ongoing professional development, including writing core training, is offered at the school level.

ESL personnel use ACCESS test scores to identify areas of need of LEP students. Classroom accommodations and modifications are consistently communicated, implemented and monitored across content areas.

DRAFT

## 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: 3.0

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 ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

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 focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•School schedule</li> <li>•School calendar</li> </ul>	Level 3

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 adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Maintenance schedules</li> <li>•System for maintenance requests</li> </ul>	Level 3

# Accreditation Report

Southern Middle School

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.	<ul style="list-style-type: none"><li>•Data on media and information resources available to students and staff</li><li>•Survey results</li></ul>	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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Policies relative to technology use</li><li>•Assessments to inform development of technology plan</li></ul>	Level 3

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 implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. 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.	<ul style="list-style-type: none"><li>•Social classes and services, e.g., bullying, character education</li><li>•Survey results</li><li>•List of support services available to students</li></ul>	Level 3

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.	<ul style="list-style-type: none"><li>•Description of referral process</li><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Description of IEP process</li></ul>	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.

Using the self-assessment workbook for schools, standard 4, a team of school personnel evaluated Southern Middle School and concluded

the following:

Standard 4.1 - SMS has qualified professional and support staff to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Policies and procedures are in place to hire and retain these individuals, however, limited funds restrict the ability to fill all necessary positions. Central office notifies and approves our staff allotment each year. The administration then recommends candidates for the positions. The number of positions is based on the school system budget.

Standard 4.2 - Our personnel feels that instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school while attempting to meet the needs of all students. The committee feels that we do not always protect instructional time and offer equitable opportunities for learning. Teachers are constantly striving to implement and improve instruction to support the purpose and direction of the school. Staff development is used to assist the staff in developing a challenging curriculum.

Standard 4.3 - Committee members feel that Southern Middle School maintains a safe, clean and healthy environment while holding students accountable for maintaining this expectation. Personnel track these conditions and make necessary improvements when needed. Our custodial staff has a specific schedule and expectations to maintain a clean, safe, and healthy environment.

Standard 4.4 - We find that in most cases, qualified personnel are available to assist students and staff in using a range of media and information resources. However, limited media and information resources are not always available for to achieve most of the educational programs at the school. Teachers use the technology that is available on a consistent basis. The technology specialist organizes and prioritizes technology needs and the PTA raises funds to be used toward purchasing more technology.

Standard 4.5 - SMS administers a needs assessment and uses the resulting data to develop and implement a technology plan. Again, due to lack of technology resources the infrastructure only meets the needs of part of the stakeholders. The technology specialist will continue to administer the yearly needs assessment and adjust the plan as needed. The plan is to form a technology committee that will assess our operational needs.

Standard 4.6 - Overall, the school support services determine the physical, social and emotional needs of the students by coordinating programs that are designed to meet those needs. The school services do not always evaluate such programs. The counseling staff attends regular training to continue to meet the needs of the students. The school has begun to use data from various resources to evaluate the programs at SMS.

Standard 4.7 - Efforts are made to provide and implement programs to meet the counseling, assessment, referral, educational, and career planning needs of all students. The school does not always evaluate the effectiveness of these programs. The school continues to use a variety of methods to assess students' needs, for example, School Assistance Team referrals, CFNC (College Foundation of NC) inventories, etc. The school has begun to use data from various resources to evaluate the programs at SMS.

## 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.	•Documentation or description of evaluation tools/protocols	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.	•Documentation of attendance and training related to data use	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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data	Level 2

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 comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	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.**

Through the use of state End of Grade tests, district level benchmarks, school level common assessments, and teacher made classroom assessments; school personnel maintain and use an assessment system that produces data from multiple measures. However, these measures are not consistently comprehensive, as not all courses are assessed at the district and state level. At this time, courses such as social studies and elective courses rely solely on teacher made common assessments. Most assessments seem to be reliable and free of bias, however some teacher made assessments may need modifications.

School leaders monitor information regarding student learning through various state and district assessments; however, as not all courses are assessed at this level, the data is not considered comprehensive. School leaders share data and school improvement goals with staff on state and district assessments as soon as it is gained, and data from state assessments are also reported in the newspapers, as well as at board meetings.

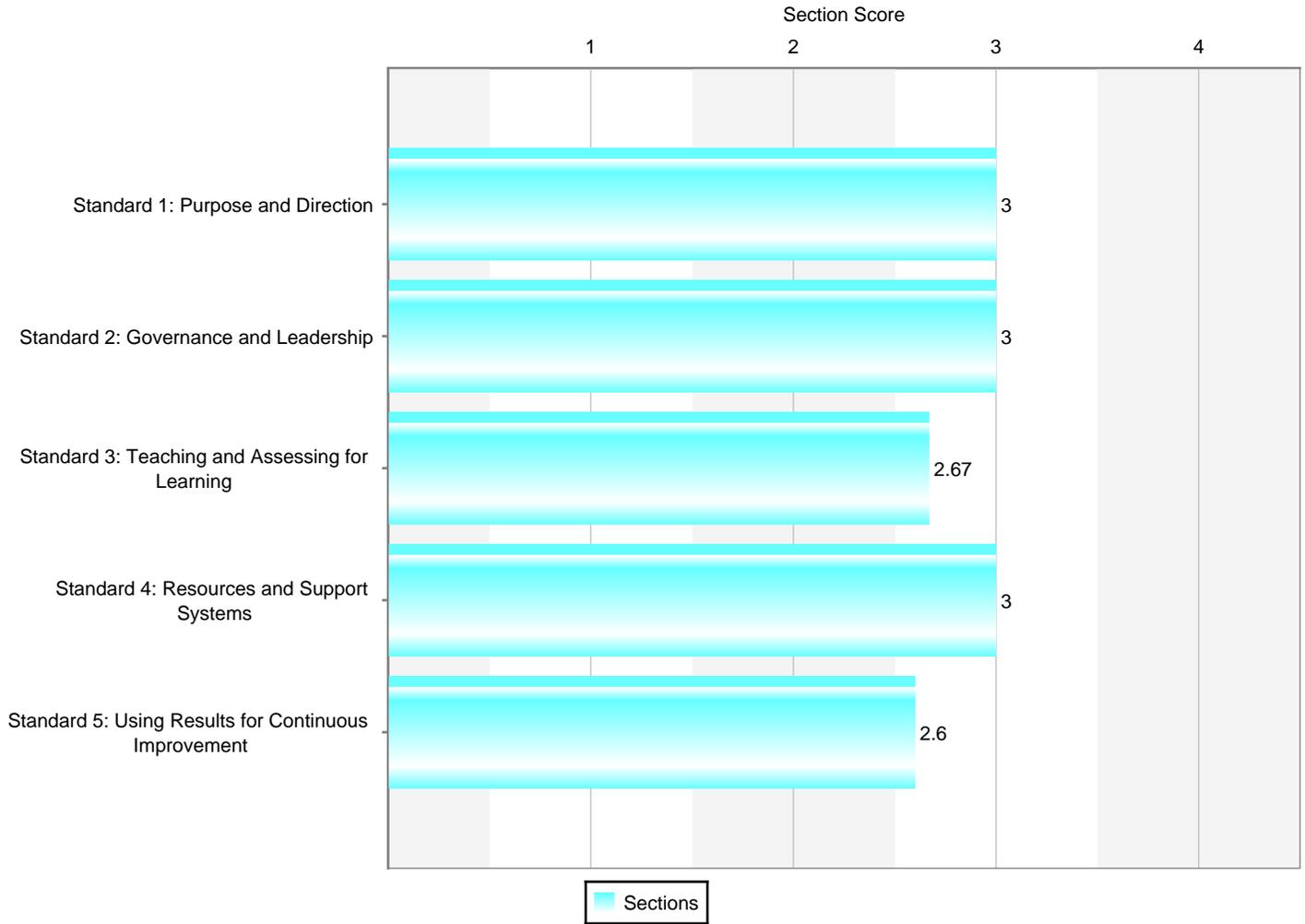
School administrators consistently use data to develop targeted focus groups, which result in improvements in student learning and instruction. For example, all students not reaching proficiency in Reading and/or Math on the End of Grade test were placed in focus groups with remedial instruction in those areas. (Also included in the focus groups were students new to proficiency range, but whose trend data suggest that they need additional support to maintain proficiency.) The remedial instruction is provided through research based programs such as Corrective Reading and Transmath.

On the other hand, all teachers do not consistently use data from a variety of sources to make decisions regarding instruction. Moving in the right direction, the school has implemented weekly team and professional learning community meetings with the purpose of reviewing data from multiple sources and using the data to drive instruction.

As a whole, the staff is not adequately trained on how to evaluate, interpret, and use data. Many trainings occur at subject specific meetings, where all staff members may not be present, or may not all receive the same level of instruction. Additionally, there are times where information regarding the interpretation and/or location of data is sent via email - making it uncertain how many staff actually read and comprehended the information. For example, the district regularly makes changes in the company used to provide data for Benchmark Assessments, and staff is not trained each year on how to locate and interpret that data. More training needs to be provided for all staff to make an effective use of available data.

## Report Summary

### Scores By Section



## Assurances Report

DRAFT

## AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	
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	<a href="#">SMS 2012-2014 SIP revised 11-1-2012.docx</a>
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	
<p>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:</p> <ul style="list-style-type: none"> <li>•Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li> <li>•Mission and purpose of the institution</li> <li>•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</li> <li>•Grade levels served by the institution</li> <li>•Staffing, including administrative and other non-teaching professionals personnel</li> <li>•Available facilities, including upkeep and maintenance</li> <li>•Level of funding</li> <li>•School day or school year</li> <li>•Establishment of an additional location geographically apart from the main campus</li> <li>•Student population that causes program or staffing modification(s)</li> <li>•Available programs, including fine arts, practical arts and student activities</li> </ul>	Yes	

# Student Performance Diagnostic

DRAFT

## **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.

DRAFT

## Assessment Scores

Label	Question	Value
<b>1. Quality Score</b>	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
<b>2. Alignment Score</b>	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
<b>3. Disaggregation/Analysis Score</b>	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below ).	4.0

Label	Question	Value
<b>4. Student Results Status Score</b>	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
<b>5. Improvement Score</b>	Enter the average improvement score from the Student Performance Worksheet.	4.0

Label	Question	Value
<b>6. Overall Student Performance Score</b>	Enter the average overall student performance score from the Student Performance Worksheet.	34.0

## Areas of Notable Achievement

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

Areas above expected performance are:

- ☒ NC End of Grade Math Gr. 6 (weighted mean = 3.22)
- ☒ NC End of Grade Math Gr. 7 (weighted mean = 3.15)
- ☒ NC End of Grade Math Gr. 8 (weighted mean = 3.15)
- ☒ NC End of Course Algebra I (weighted mean = 3.72)

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

Areas that show a positive trend in performance:

- ☒ NC End of Grade Reading Gr. 7 (improvement score = 0.02)
- ☒ NC End of Grade Math Gr. 6 (improvement score = 0.09)
- ☒ NC End of Grade Math Gr. 7 (improvement score = 0.12)

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

Areas which indicate the overall highest performance:

- ☒ NC End of Grade Math Gr. 6 (weighted mean = 3.22)
- ☒ NC End of Course Algebra I (weighted mean = 3.72)

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

Subgroups with a trend toward increasing performance:

- ☒ 4.8% improvement in reading proficiency in Hispanic subgroup
- ☒ 2.6% improvement in reading proficiency in Economically Disadvantage subgroup
- ☒ 15.7 % improvement in reading proficiency in Students with Disabilities subgroup
- ☒ 2.5% improvement in math proficiency for all students
- ☒ 8.1% improvement in math proficiency for Hispanic subgroup
- ☒ 2.7% improvement in math proficiency for White subgroup
- ☒ 5.6% improvement in math proficiency for Economically Disadvantaged subgroup
- ☒ 9.3% improvement in math proficiency for Students with Disabilities for subgroup

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

Subgroups between which the achievement gap is closing:

- ☒ Hispanic group gained 5.2 % on End of Grade reading scores
- ☒ Economically Disadvantaged group gained 3% on End of Grade reading scores
- ☒ Students with Disabilities group gained 16.1% on End of Grade reading scores
- ☒ Hispanic group gained 7.2% on End of Grade math scores
- ☒ Economically Disadvantaged group gained 3.1% on End of Grade math scores
- ☒ Students with Disabilities group gained 6.8% on End of Grade math scores

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

Findings consistent with other data sources:

Improvement Scores on the AdvanceED Student Performance Worksheet indicate 6th and 7th math End of Grade testing are aligned with increases in student "% Making Growth" as computed on our EOG Historical Performance chart. The slight improvement indicated in our 7th Grade Reading End of Grade Improvement Score is aligned with the slight improvement indicated by the computation of "% Making Growth" on our EOG Historical Performance chart.

DRAFT

## Areas in Need of Improvement

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

Areas which are below expected levels of performance:

- ☐ NC End of Grade Reading Gr. 6 (weighted mean = 2.82)
- ☐ NC End of Grade Reading Gr. 7 (weighted mean = 2.80)
- ☐ NC End of Grade Reading Gr. 8 (weighted mean = 2.66)
- ☐ NC End of Grade Science Gr. 8 (weighted mean = 2.90)

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

Areas which show a negative trend in performance:

- ☐ NC End of Grade Reading Gr. 6 (improvement score = -0.05)
- ☐ NC End of Grade Reading Gr. 8 (improvement score = -0.05)
- ☐ NC End of Grade Math Gr. 8 (improvement score = -0.06)
- ☐ NC End of Course Algebra I (improvement score = -0.01)
- ☐ NC End of Grade Science Gr. 8 (improvement score = -0.6)

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

Areas which indicate the overall lowest performance:

- ☐ NC End of Grade Reading Gr. 8 (weighted mean = 2.66 and improvement score = -0.05)

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

Subgroups showing a trend toward decreasing performance:

- ☐ The subgroup of "All" fell 0.4% from the 2011 to the 2012 End of Grade Reading test.
- ☐ The subgroup of "White" fell 0.4% from the 2011 to the 2012 End of Grade Reading test.
- ☐ All other subgroups experienced increases on End of Grade math and reading tests.

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

Subgroups between which the achievement gap is becoming greater:

☐ None

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

Findings consistent with findings from other data sources:

NC End of Grade Reading testing in grades 6, 7, and 8 observed declines in the "% Making Growth" as found on our EOG Historical Performance chart (7th grade observed no growth in the indicator, which is consistent with the Improvement Scores on the AdvanceED Student Performance Worksheet.

DRAFT

# Stakeholder Feedback Diagnostic

DRAFT

## **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.

DRAFT

## Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 3: Minimum response rate was met. All surveys had an average item value of 3.20 or above (on a 5.0 scale).	<ul style="list-style-type: none"><li>•Evidence of randomness of sample if sample population is selected</li><li>•Evidence of survey responses</li><li>•Evidence of survey response rates</li></ul>	Level 3

DRAFT

## Areas of Notable Achievement

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

Students indicated that Standard 3: Teaching and Assessing for Learning is our relative strength at 3.79.

Staff indicated that Standard 1: Purpose and Direction is our relative strength at 4.17.

Parents indicated that Standard 4: Resources and Support Systems is our relative strength at 3.83, while rating Standards 1 and 3 at 3.82.

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

Our school shows the most consistent high ratings on Standard 1: Direction and Purpose (staff rating 4.17, students 3.77, parents 3.82)

We also have the most tightly aligned ratings on Standard 3: Teaching and Assessing for Learning (staff rating 3.7, student rating 3.79, parent rating 3.82).

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

Standard 3 (Teaching and Assessing for Learning) results for all groups (staff 3.7, students 3.79, parents 3.82) are aligned with teacher responses to Question 7.1 Q regarding "School Leadership" on the NC Teacher Working Conditions Survey of 2012 (65.1 % on Q7.3.h).

## Areas in Need of Improvement

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

The data is mixed. Staff rate Standard 3: Teaching and Assessing for Learning the lowest at 3.7, which is still relatively high in comparison to the rest of the standards as ranked by teachers.

Students rate Standard 4: Resources and Support Systems the lowest at 3.48.

Parents rate Standard 2: Governance and Leadership the lowest at 3.71, which is still relatively high in comparison with ratings on other standards.

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

While all of the ratings are relatively the same for all standards and all survey groups, the low rating by students of Standard 4: Resources and Support Systems (rating of 3.48) and the low rating by teachers of Standard 3: Teaching and Assessing Learning (rating of 3.7) stand apart from the ratings by these groups on the other standards. Teachers seem to be the toughest judge of their labors and outcomes in relation to the parents and students, while students are aware of the lack of new textbooks and computers.

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

Teachers are aware of disparities within staff's teaching practices and practices of assessment with regards to mastery and response to non-mastery. The low score that teachers assigned to Standard 3 (3.7) indicates that this is a priority area for work and accountability at our school.

Students and Parents rated this Standard 3 in a similar manner (Students = 3.79, Parents = 3.82), indicating each group may view teaching and mastery learning in a similar manner.

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

Standard 3 results for all groups are aligned with responses by teachers on the NC Teacher Working Conditions Survey of 2012 "School Leadership" section (Question 7.1.g and 7.3.h) to questions regarding teaching and learning