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# AdvancED<sup>®</sup> SCHOOL Sample Document: Self Assessment



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# **Self Assessment**

**Oak Hill Elementary School**

**Tri-Creek School Corporation**

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(Permission granted for distribution)

# Oak Hill Elementary School

## Self Assessment

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## **Introduction**

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

## Standard 1: Purpose and Direction

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Newsletters</li> <li>Blogs</li> <li>TCSC &amp; OH website</li> <li>Student Handbook</li> <li>Focus Group Survey Results</li> <li>Minutes from meetings</li> <li>School Board Minutes</li> <li>School Messenger Communication</li> <li>District Newsletter</li> <li>TCSC Strategic Plan</li> <li>Mission and Vision Statement</li> <li>Listening Post</li> <li>Schedule/minutes</li> </ul>	Level 3

# Accreditation Report

Oak Hill Elementary School

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>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Data Team/PLC minutes, Character Education Plans, OHE Blog, Teacher Education Profiles, Minutes/Agendas from committees, Staff Handbook, Strategic Team minutes, Literacy Leadership Minutes, Literacy Coaching Schedule, OH &amp; TCSC Meeting Matrix, Administrative Policy Manual, iObservation Protocol, Title One Budget, Professional Development Opportunities, Staff Meeting Agenda/minutes, Kindergarten Parent Night Flyer, Title One Parent Night Flyer, ELL Parent Night, Team Leader Agenda/minutes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> <li>•Data Binders, Intervention Data Template Student Achievement Results, Data Team Template, SMART Goals, Dave Nagel Reports on Progress, Administrative Quarterly Report, High Ability Clustering, Professional Development List/Dates</li> </ul>	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.**

#### Summary:

For standard 1.1 Our strengths include the alignment of our mission statement, strategic plan, and school improvement plan. We provide ample means for communication (teacher newsletters, bi-weekly school newsletter, TCSC and Oak Hill web site, staff blogs, and School Messenger). Data drives our decision making. We have a formal process for review on a regular basis. The process includes representatives from stakeholder groups. The purpose statement clearly focuses on student success. Evidence to support this include, but are not limited to, newsletters, classroom blogs, school and corporation websites, handbooks, a student information system, and parent/teacher conferences. Opportunities to improve include more random stakeholder two-way communication opportunities.

For standard 1.2 Our strength includes a strong commitment to shared values and beliefs about teaching and learning. This commitment is regularly discussed and reflected during staff meetings. Our educational programming is equitable and scaffolded learning experiences are provided school wide. Walk-throughs and observations provide us with data on student engagement with cross curricular integration. Survey results indicate that school leadership and staff hold high expectations for collegial and professional practice. Evidence to support this includes, but are not limited to data team/PLC minutes, mission statement, survey results (Humanex, Advanced Ed, Olweus), technology and literacy coaching schedule/data, and our school schedule. Increased opportunities for vertical collaboration would further support a shared accountability belief system.

For standard 1.3 Our strength includes our continuous improvement process that supports student learning. Stakeholder groups are engaged in the process and school personnel maintain student data on school performance. Data is used to identify and support school efforts and to align school instruction. School improvement goals are measurable and have clear performance targets. These measurable objectives are supported with strategies, activities, and timelines for implementation. Personnel are held accountable for quality and implementation and then the process is reviewed and evaluated. Building level data illustrates improved student achievement and instruction. Evidence to support this includes, but are not limited to, shared Google Docs, intervention data, a school improvement plan, I-Observation graphs, Dave Nagel (data team consultant) date reports, and professional development agendas/calendars. Opportunities to improve include increased opportunities for two-way communication with all stakeholders. The input of data into our new data system (PIVOT) will enhance data disaggregation and group identification.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•School Board Minutes, TCSC Website, Classroom Blogs, Student Information System (Harmony), Elementary Technology Plan, TCSC Strategic Plan, Listening Post Minutes, Focus Group Interview Data</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3



## Accreditation Report

Oak Hill Elementary 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>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</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 aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</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>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 3

# Accreditation Report

Oak Hill Elementary 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>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Representative supervision and evaluation reports</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.**

Summary:

For standard 2.1 We found our strengths include our policies (e.g. employee hiring and technology integration plans) and practices (e.g. employee hiring and stakeholder involvement on committees) support the school's purpose and direction which leads to an effective operation of the school. The policies that are in place promote effective instruction and the assessments create a challenging learning experience for all. Evidence that supports this includes but is not limited to, handbooks, I-Observation, websites (classroom, school, corporation) surveys, and extra-curricular activities for both students and families. Opportunities to improve include more differentiated professional development for all stakeholders.

For standards 2.2 We found our strengths are that the governing body ensures that the policies are free of conflict and ethically sound. The governing body systematically attends training regarding their responsibility and role as leaders in our school community. The governing body complies with policies and procedures. They function as a unit mindful of the comprehensive strategic plan that is in place. Evidence that supports this includes, but is not limited to AUP compliance, staff handbook, NEOLA, Humanex results, school board policy, conflict of interest forms, certifications, professional development dates, and school board meeting minutes. Opportunities to improve include clearly defined roles and responsibilities within the governing body and language needed for conflict resolution.

For standard 2.3 Our strength includes a governing body that provides support and leadership which translates into building level administrative decision making. The governing body maintains a professional stance which allows building leadership to develop and manage day to day operations effectively. Evidence that supports this includes, but is not limited to Humanex and Advance Ed survey results, agendas and minutes of school board meetings, classroom blogs, school and corporation websites, listening posts, focus group interviews, student management system, budget documents, and faculty, staff, and student handbooks. Opportunities to improve include defined leadership roles, committee expectations and related committee tasks.

For standards 2.4 Our strength includes making decisions that are aligned with strategic and school improvement plans. All staff are accountable for student learning and strive for deep levels of content understanding with cross-curricular integration. Innovation, collaboration, shared leadership, and professional growth are regularly encouraged and present at Oak Hill. Opportunities are provided for collaboration that support our small community environment. Evidence that supports this includes, but are not limited to, data team minutes, collaboration opportunities, our school improvement plan, RTI meeting minutes/agendas, and staff and support staff meeting

## Accreditation Report

Oak Hill Elementary School

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minutes/agendas. Opportunities to improve include to providing differentiated professional development in the areas of technology integration, math problem solving and increasing community partnerships.

For Standard 2.5 Our strengths include having multiple representatives (teachers, support staff, parents) participating in shared decision making, solicitation of feedback, and opportunities to collaborate on school improvement efforts resulting in a strong sense of community and ownership. Evidence that supports this includes, but is not limited to, survey results (Humanex, Olweus), meet the teacher night, open houses, academic teams, school programs, assignment notebooks, curriculum maps, and student council programs. Opportunities to improve include increasing opportunities for student involvement and increase chances for community participation.

For Standard 2.6 Our strengths includes having an evaluation and supervision process (iObservation, support staff evaluations, and classroom walk-throughs) that focus on improving student success through the use of best practice implementation. The evaluation process schedule is shared and followed. Evaluation data is used to adjust professional practice. This alignment has a direct affect on the improvement of student learning.

### 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: 3.17

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>•Survey results</li> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Descriptions of instructional techniques</li> <li>•Curriculum Maps K-5, Student Work Samples, Balanced Literacy Integration K-5, 1 Minute SSA Meetings, OH Block Schedule, iObservation Data, Walkthrough Data, Literacy Clip/Reading Challenge, Data Binders K-5, Intervention Program Schedule, Technology Integration Specialist Data, Data Teams/Forms, HA Cluster Rosters, Intervention Data Spreadsheet, Quarterly Board Reports, Teacher Data Submission Documents</li> </ul>	Level 3

# Accreditation Report

Oak Hill Elementary School

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>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Data Team Templates, K-12 Learning.com, F &amp; P Administration Framework</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 plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•iObservation Data, Walkthrough Data, Digital Collaboration Examples, iObservation Professional Development Agendas</li> </ul>	Level 3

# Accreditation Report

Oak Hill Elementary 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 formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation 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>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Staff Coaching Calendar, Literacy Coaching Cycles, Curriculum Maps, iObservation Procedures, Formal/Informal Evaluation Schedule</li> </ul>	Level 4

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 on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Data Team Templates, Oak Hill Block Schedule, Oak Hill Meeting Matrix, Data Analysis Documents</li> </ul>	Level 4

**Accreditation Report**

Oak Hill Elementary School

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>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Data Binders K-5, Content Rubrics, Report Card Learning Expectations, Intervention Grouping Data</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> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•Literacy Coaching Log, District Wide Professional Development Writing Maps/Units of Study</li> </ul>	Level 3

# Accreditation Report

Oak Hill Elementary 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>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Newsletters, Teacher Blogs, Report Card/Progress Report dates, Harmony Grade Book Access, TCSC Report Card Committee, TCSC Listening Posts, Focus Group Interviews</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>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•SSA 1 minute Meeting Data, Bully Prevention Committee Activities/Agendas, Student Council Community Service Schedule, Character Education Plans/Topics/Schedule, SSA Small Group Counseling Schedule</li> </ul>	Level 3



## Accreditation Report

Oak Hill Elementary School

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.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Sample report cards for each grade level and for all courses</li><li>•Sample communications to stakeholders about grading and reporting</li><li>•Policies, processes, and procedures on grading and reporting</li><li>•Writing Rubrics, Report Cards, Progress Reports, Quarterly Data Reports, Grading/Report Card Agendas</li></ul>	Level 3

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>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li><li>•Survey results</li><li>•List of Professional Development Opportunities, Staff Agenda/Minutes, Coaching Schedule, Block Schedule, Building Level Data Walls, iObservation &amp; Walkthrough Data, Data Templates</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li><li>•Data Team Templates, RTI Data, Intervention data/schedule, High Ability PBL, Coaching Cycles</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.

### Summary:

For standard 3.1 Our strength includes providing equitable learning opportunities for a range of abilities (e.g. high ability, Interventions, encroachment) that are available in all classrooms. These opportunities develop and support 21st Century learning and are aligned with our school's purpose and direction. Curricular evidence supports that Oak Hill learning experiences prepare students for success in their next level course. Collaborative data teams, scoring, and curriculum maps ensure high learning experiences in like courses and classes. Scaffolded opportunities are available to support learning at all levels. Opportunities for improvement include providing meeting time for horizontal and vertical conversations to ensure all students' learning needs are met in an equitable fashion.

For Standard 3.2 Our strength includes having multiple data measures that are used to evaluate best practice use. These provide opportunities for curriculum adjustments and alignment of instruction to assessment goals. Oak Hill educators participate in data teams that allow curriculum alignment and support assessment revision. Oak Hill's school improvement plan is directly aligned with identified areas for improvement. Opportunities include would be to providing more time for vertical and horizontal articulation and to provide regular updates to Oak Hill community stakeholders regarding progress on school improvement goals.

For standards 3.3 Our strengths include student collaboration and self-reflection that is embedded in student application and conversations centered on K-5 data folders. Smart goals and individual student goals are used to personalize instruction and provide scaffolding when necessary. Student application of knowledge and skills, coupled with content integration are enhanced with the use of technology as a learning tool. Opportunities to improve include increasing time for reflective conversations, implement more technology collaboration tools, and utilize technology integration specialist in a more organized fashion.

For standard 3.4 Our strength includes a school administration that consistently monitors school best practice implementation. Supervision and evaluation tools are directly aligned to the school's values. Support and improved curriculum, provide safety nets to support student learning and enhance professional acumen. Opportunities for growth include observation and walk-through data provided to educators at the school level. Continued professional development opportunities exist with the use of the observation tool as new elements are added yearly.

For standard 3.5 Our strength includes having all staff members participate in PLCS on a weekly basis. These regularly scheduled meetings provide collaboration across grade levels and content areas. A formal process is in place that provides protocols for enhanced discussion about student progress. Implementation of the data team process provides opportunities for SMART goals that are aligned to student data, built in time for reflection, and are linked to school improvement results. Our opportunity for growth includes providing more time for peer coaching and additional time for horizontal and vertical collaboration.

For standard 3.6 Our strengths include learning expectations and standards of performance that are provided for student learning. Exemplars are sometimes provided for student reference. Multiple measures including formative assessments are used to monitor and modify instruction and curriculum scope and sequence. Students are provided feedback about their learning through the use of data binders. Opportunities for growth include frequent use of exemplars for student reference, further enhancement of data binder implementation, and implement report card learning expectations conversations within the classroom using report card expectation documents.

For standard 3.7 Our strengths include staff members are provided mentoring and coaching. In addition, and a new teacher induction program is in place and aligned with the TCSC strategic plan and Oak Hill's strategic plan. Data is collected and reviewed to investigate the effectiveness of the training. An opportunity for growth includes providing school level I-Observation and walkthrough data during certified and support staff meetings and identify a staff member that will participate in lasered staff development focused on implementing math best practices (train the trainer model).

For standard 3.8 Our strength includes opportunities for parental involvement, that are directly aligned to student education and are implemented on a regular basis. Parents/Guardians have several ways to stay informed and investigate student progress and achievements. Opportunities for growth include the implementation of Oak Hill twitter and school blog. An additional opportunity is providing feedback regarding extra-curricular activities from parents/guardians.

For standard 3.9 Our strength includes having a student support advisor coupled with teachers and support staff professionals that provide a structure that enhances and supports long term relationships with individual students. All students have the opportunity to participate and parents are encouraged to communicate student needs regarding learning, thinking, and life skills. Opportunities for growth include providing a teacher/student advocate match in a more purposeful manner, restructuring character education program, and providing opportunities for student/teacher matches to meet on a regular basis.

For standard 3.10 Our strengths include common grading policies, procedures, and processes that are utilized by most teachers. These processes are implemented across grade levels. Most stakeholders participate in the process. Evaluation may or may not be used for effectiveness. An opportunity for growth includes ensuring that common grading and report policies are implemented at all levels, but also evaluation procedures that are regularly used and that the policies are communicated to all stakeholders.

For standard 3.11 Our strength includes staff members that participate in professional development that is aligned to Oak Hill's school improvement plan. Professional development supports the needs of the school and increases role effectiveness. Opportunities for growth include evaluating professional development, survey staff to provide potential leadership opportunities, identify program effectiveness, and provide differentiated leadership/learning opportunities.

For standard 3.12 Our strength includes using data to identify learning needs that are unique to students at all proficiency levels. Personnel are exposed to best practice implementation that are aligned to school improvement goals. Opportunities for growth include completing the implementation of Oak Hill's PBIS plan, investigating twice successful students into high-ability clusters, and implementing a book study.

## 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>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Financial Audits</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>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•Material Purchase List, School Improvement Plan, PTO Stipends, Hallmark Coaching Training, Data Team Training, Development of TEchnology Support/integration,</li> </ul>	Level 3

# Accreditation Report

Oak Hill Elementary School

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>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Crisis Plan, Evacuation Plan, Classroom Inventory Sheets</li> </ul>	Level 3

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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•List of Available Equipment, 1:1 Grades 4 &amp; 5, iPad Carts Grade K-2, Technology Integration Specialist, Technology Support Booking System, Technology Assistance Booking System, Technology Plan, Student Products, Technology Professional Development Menu, Technology Sunday Shares</li> </ul>	Level 4

# Accreditation Report

Oak Hill Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and 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 continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> <li>•Student Products, Student Information System, Online Collaborative Tool Examples, List of Available Programs</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Partnerships with Outside Agencies</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Bully Prevention Meeting agenda/minutes, SSA 1 minute students survey results</li> </ul>	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.**

Summary:

For standard 4.1 Our strength is that TCSC has clear policies and procedures in place to hire certified and support staff. Leaders systematically meet to determine roles and needed personnel to support educational programs. The school resources are in place to fund positions that are essential in supporting the district and school's strategic plans. Our opportunities for growth include making the budget more transparent with the staff members and increase support staff positions. Another area for growth is clearly communicating the hiring process the to all staff members.

For standard 4.2 Our strength includes that the Tri-Creek School Corporation and Oak Hill are fiscally responsible in defining necessary material resources. Instructional time is protected and students have equitable opportunities to access materials and/or programming. Material purchases and staff allocation are aligned with the school's purpose and direction. Opportunities for growth include providing staff with training on differentiated instruction strategies and to clearly communicate extra-curricular opportunities to the student population.

For standard 4.3 Our strengths include that Oak Hill leaders and staff members provide clear expectations for safety and cleanliness. School personnel and students work hard to maintain property and materials. Inventories are updated annually to track their condition and location. Maintenance staff and leadership are actively review data for adherence to maintenance policies. Evaluations are utilized to support and determine effective maintenance procedures. An opportunity for growth includes improving student accountability for material and property, providing staff with a weekly cleaning schedule, and investigating adding locks in-between classroom pass- through doors.

For standard 4.4 Our strength includes students and staff at Oak Hill who have access to a multitude of media and information resources. Resources and training are available and are in place to support staff and student endeavors. Personnel and technology integration specialist assist students and staff in training, allocation, and integration. The technology component is used as a tool to support student learning at all levels. Opportunities for improvement include providing staff with a copy of the elementary technology plan, an up-to-date inventory of media resources, provide more before school training, and identify staff experts (train the trainer).

For standard 4.5 Our strength includes a technology infrastructure in TCSC and Oak Hill that is current, up-to- date, reliable, and supports the teaching, learning, and operational needs of stakeholders. Needs assessments are utilized to identify opportunities and committees are in place to identify and prioritize purchasing updates and hardware needs. Opportunities to improve include training daily support staff on troubleshooting when the technology interface is not working.

For standard 4.6 Our strength includes school personnel striving to meet the social, physical, and emotional needs of students at Oak Hill. Coordinated programs are in place to meet students' needs as they arise (e.g. counseling, medical support, eye glasses, food, and help filling out government forms). Evaluation of program effectiveness occasionally occurs to meet the needs of program refinement and restructuring. Opportunities to improve include yearly program evaluation for coordinated resources and reframing of character education program (calendar/rotation) with mapped standards alignment.

For standard 4.7 Our strength includes Oak Hill's Staff members who seek to create an environment where counseling assessments, referral, and career planning are in line with student need assessments. Program coordination is available on an as-needed basis. Opportunities to improve include evaluation of all coordinated programs and clear communication of survey results.





## 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: 3.2

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.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•STAR K-5, Acuity 3-5, Fountas &amp; Pinnell K-5, Writing Samples, Quarterly Assessments, IREAD3, Data Documents, Testing Matrix, School Board Data Reports, School Improvement Plan, District Strategic Plan, AGendas/Minutes,</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Data Folders K-5, Data Team Template, Quarterly Reports, Cogat, Data Team Minutes, Testing Matrix, School Improvement Plan, Intervention Data Template</li> </ul>	Level 3

# Accreditation Report

Oak Hill Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Data Folders K-5, ISTEP+ Data, IREAD3 Data, Acuity Data 3-5, Writing Samples, Cogat Data, Star Data, Quarterly Reports, Intervention Data Template, Kindergarten Screening Data, Smart Goal Boards, District Strategic Plan, School Improvement Plan, Testing Matrix, Data Team Minutes, Cafeteria Data, Work Trackers</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•Assessment Data, Quarterly Board Reports, 5th Grade Data Doc for LMS, Data Team Templates, Data Team Minutes</li> </ul>	Level 3

# Accreditation Report

Oak Hill Elementary School

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 and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Survey results</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•Data Walls, Data Graphs, Posted Learning Goals, Newsletter (classroom &amp; school), Data Binders, Quarterly Data Reports, Progress Reports, Acuity Reports, STAR Reports, Parent/Teacher Conference dates/letters</li></ul>	Level 4

**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.**

Summary:

For Standard 5.1 Our strength includes are that Oak Hill utilizes multiple assessment measures coupled with locally developed assessments to benchmark and provide data about student learning and school performance. The process that we utilize provides consistent times for measurement across all grade levels. These standardized assessments are proven to be reliable and bias free. The process in place is evaluated in efforts to assess student learning and improve best practice instruction. Opportunities to improve include replacing localized quarterly assessments as data shows that they are not completely bias free and no longer are aligned with the current state standards and implement a K-2 assessment in the area of mathematics.

For standard 5.2 Our strength includes multiple data sources that are being used by support and professional staff to analyze and direct the learning framework of Oak Hill. Multiple data sources provide a clear picture of student progress, program effectiveness, and instructional effectiveness. Data is used to drive, evaluate, and improve student instruction. Opportunities to improve include increasing data points for primary grades and provide additional training on data analysis for support staff.

For Standard 5.3 Our strength is that professional development is provided to all staff and support staff members in data interpretation and program/performance evaluation. Opportunities to improve are to catalog data sources for all staff and support staff members and seek out meeting opportunities with department leaders in relation to cafeteria and custodial staff.

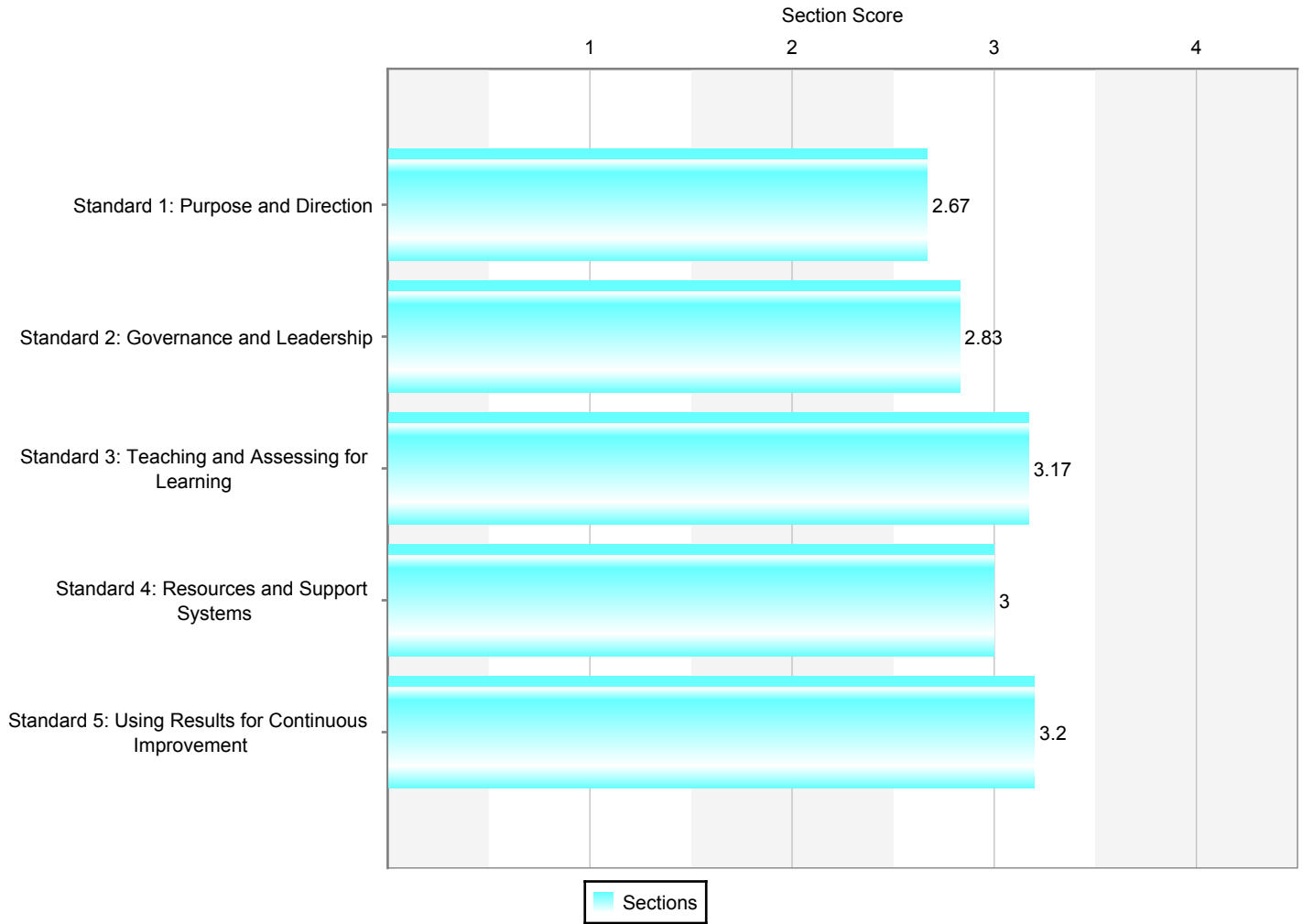
For standard 5.4 Our strength includes student learning that is tracked at all levels. Data is used to determine program effectiveness and student learning. Data is used to track improvement to design program frameworks and provide opportunities for continuous improvement

related to stakeholder learning and readiness for the next level. Opportunities to improve include designing a more rigorous transition plan for students going from 5th grade to middle school, further reaching out to the community for incoming kindergarteners, and seeking out additional support for students progressing on grade level.

For standard 5.5 Our strength includes having administration and teacher leaders who monitor student learning, program effectiveness, and climate related to school improvement goals. Progress is communicated frequently using varied methods that are directly related to individual stakeholder groups (certified staff, support staff, students, and parents). Opportunities to improve include would be to providing training on the new PIVOT data warehouse, ensuring all data can be accessed and used by all stakeholder groups, and building administration seeking survey results in a timely manner.

## Report Summary

### Scores By Section





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