|  |
| --- |
| Florida Coalition of Christian Private Schools Accreditation  K-12 Accreditation Self-Study Workbook 5.1 Group Two: Teaching Learning  Standard Eight: Evaluation For Improvement    P. O. Box 5100 Deltona, Florida 32728-5100 Phone: 386-218-5310  www.fccpsa.org E-Mail: joe.gibilisco@fccpsa.org |

External (Self-Study) Review: Score and Response Workbook

# **Group Two: Teaching / Learning**

**Standard Eight: Evaluation for Improvement**

Refer to the K-12 Accreditation Instruction Manual for directions and examples for completing this section of the workbook

**Group Two: Teaching/Learning:**

* Icon

  Description automatically generated with medium confidenceThe impact of teaching and learning on student achievement and success is the primary expectation of every institution.
* An effective learning culture is characterized by:
* Positive and productive teacher/learner relationships,
* High expectations and standards,
* A challenging and engaging curriculum,
* Quality instruction and comprehensive support that enable all learners to be successful, and
* Assessment practices (formative and summative) that monitor and measure learner progress and achievement.
* Moreover, a quality institution evaluates the impact of its learning culture (including all programs and support services) and adjusts accordingly.

**Standard Eight: Evaluation for Improvement:**   
**A wide range of data is collected including appropriate stakeholder input which is monitored and adjusted systematically to update a continuous improvement plan for student learning and ongoing professional development.**

**Indicator 8.1 Processes of Assessment**  
Learning progress is reliably assessed and consistently and clearly communicated.

**Indicator 8.2 Analysis of Assessment Data**  
Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

**Indicator 8.3 Program & Organization Evaluation**  
The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

*"Where no counsel is, the people fall: but in the multitude of counselors there is safety."* Proverbs 11:14

**Perspective Improvement:** Evaluating the process of gathering and evaluating assessments including, communication with stakeholders, and future planning.

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Eight: Evaluation**  **Indicator 8.1 Process of Assessment:** Learning progress is reliably assessed and consistently and clearly communicated. | |
| **Indicator 8.1.A** | Processes of Assessment (K-12 Accreditation Manual, Page 144) |
| **a)** **The Institution** has established common grading practices and criteria, across all grades and subject areas that is used consistently and with fidelity to represent the learner’s attainment of content knowledge and skills. | |
| 1) Which ranking best describes the Institution for Indicator 8.1.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.1.A(a)  \*Include references to evidence that support the narrative: i.e., Administrative Manual, Staff Training, etc.  What does it take to earn an A in Algebra 1 for example. What percentage of the semester grade is seat work? What percentage is semi-formal assessments, and what part is formal assessments like unit or chapter test?  Common greeting practices and criteria means that we have the same grading system at each level. An example of multiple but consistent systems would be one set of grading guidelines for kindergarten through second or third grade for example, and then an upper elementary system where we begin to add more formal assessments, and finally the middle school and high school should system where at least 50% of the final grade is from formal assessments.  What you cannot have would be each teacher setting up their own system. One teacher counts seatwork, quizzes and test the same. Another counts seat work and homework for 33% of the grade, weekly quizzes at 33% and the semester test as 34%. The school establishes the system, and all teaching staff follow it. | |
| **b)** **The Institution** has established a cohesive set of formative and summative assessments, to ensure that each learner is improving at a rate consistent with the grading practices. | |
| 1) Which ranking best describes the Institution for Indicator 8.1.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.1.A(b) \*Include references to evidence that support the narrative.  Formative assessments monitor student learning to identify strengths and weaknesses.  Summative assessments evaluate student learning by comparing to a standard or benchmark.  When and how is this included in the school Professional Development training?  When and how is this monitored by the administrative staff?  How are the types and minimum number assessments used for planning, and grading? | |
| **c)** **The Institution** has established detailed benchmarks that indicate the student is prepared for the next level. | |
| 1) Which ranking best describes the Institution for Indicator 8.1.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.1.A(c). \*Include references to evidence that support the narrative.  Clearly defined benchmarks that allow the school to clearly document that students are prepared for both the next unit and or level of a subject, as well as from grade to grade. (Not “the administration will determine”.)  What are the promotion guidelines?  What is the process to determine (documentation) if a student is ready for the next level of math, English etc. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Eight: Evaluation**  **Indicator 8.1 Process of Assessment:** Learning progress is reliably assessed and consistently and clearly communicated. | |
| **Indicator 8.1.B** | Communication of Student Performance (K-12 Accreditation Manual, Page 145) |
| **a)** **The Institution** consistently and frequently provides details about each learner's progress to all appropriate stakeholders. | |
| 1) Which ranking best describes the Institution for Indicator 8.1.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.1.B(a) \*Include references to evidence that support the narrative.  Schools use different terms to describe their progress reports, report cards etc. we don’t care what term you use but we are looking for a couple of things.   1. Schools that, accept any of the Florida scholarships are required by statute provide quarterly reports of the students’ progress to the parents, so when we say progress report, that’s what the FCCPSA is asking about even if you call it something different like a report card. Include sample documentation. 2. From the accreditation standpoint, the FCCPSA is looking for frequent details that allow parents and or caregivers to have adequate knowledge of a student progress or lack of progress in current academic subject areas. It is essential that parents are aware of and involved in any need for remediation or modification of a student’s academic plan. Please provide details about what this process is including example documentation. | |
| **b)** **The Institution** ensures that the progress is communicated to the individual learner in a language that is clear and understandable for his or her academic level. | |
| 1) Which ranking best describes the Institution for Indicator 8.1.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.1.B(b) \*Include references to evidence that support the narrative.  How are we communicating a student’s progress to the individual student?  It’s assumed that a high school student can understand a nine-week progress report or report card and have a pretty good idea of what the progress is but that same form of communication would not necessarily communicate to a first or second grader where they are so we would expect to see a couple of different systems. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Eight: Instruction**  **Indicator 8.2 Analysis of Assessment Data:** Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning. | |
| **Indicator 8.2.A** | Quality and Analysis of Assessment Data (K-12 Accreditation Manual, Page 148) |
| **a)** **All Educators, Instructors, and Teaching Staff** collaborate in both formal and informal groups to analyze data from a cohesive set of formative and summative assessments. | |
| 1) Which ranking best describes the Institution for Indicator 8.2.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.2.A(a) \*Include references to evidence that support the narrative:  How do staff members collaborate in the analysis of assessment data? (Big picture analysis)   1. Where are the guidelines in the admin or operations policy manuals? (So, all departments conduct the analysis based on the same procedures.) 2. What specific professional development has been provides to teach the system to all teaching staff? 3. What is the cohesive set of assessments used? | |
| **b)** **All Educators, Instructors, and Teaching Staff** use a formal, systematic process for analyzing trend and current data focused on individual student improvement. | |
| 1) Which ranking best describes the Institution for Indicator 8.2.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.2.A(b) \*Include references to evidence that support the narrative:  Now we move the analysis to a narrow focus on individual student improvement. This cannot be just the end of year assessment, as it a continuous process including trend and current data.  Where are those guidelines and training? What does the paperwork (formal) look like including samples. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Eight: Instruction**  **Indicator 8.2 Analysis of Assessment Data:** Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning. | |
| **Indicator 8.2.B** | Use of Assessment Data. (K-12 Accreditation Manual, Page 149) |
| **a)** **All Educators, Instructors, and Teaching Staff** consistently use data to modify instruction and transform learning experiences for learners. | |
| 1) Which ranking best describes the Institution for Indicator 8.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.2.B(a) \*Include references to evidence that support the narrative.  How are teaching staff trained to modify instruction based on data?  How are the instruction modifications documented to the administration?  Examples of lesson plans that include specific modifications would be appropriate evidence here. | |
| **b)** **All Educators, Instructors, and Teaching Staff** use of the assessment data leads to demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level. | |
| 1) Which ranking best describes the Institution for Indicator 8.2.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.2.B(b) \*Include references to evidence that support the narrative.  The tracking of modified instruction should not stop at the end of the lesson modified. The follow up should include formal assessments that document the modifications demonstrated improvement.  Teaching staff and those supervision them should be able to provide multiple examples of both modifications of instruction focused on the students learning experience including the documentation that the instruction accomplished the stated goals, that align with the student being prepared to be successful at the next level. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Eight: Evaluation**  **Indicator 8.3 Program & Organization Evaluation**  The Institution implements a process to continuously assess its programs and organizational conditions to improve student learning. | |
| **Indicator 8.3.A** | Program and Organization Evaluation (K-12 Accreditation Manual, Page 152) |
| **a) The Institution** implements a formal, documented evaluation process to improve student learning in the context of the institution’s foundational principles. | |
| 1) Which ranking best describes the Institution for Indicator 8.3.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.3.A(a) \*Include references to evidence that support the narrative.  In Standard three we asked about the school’s continuous improvement process? What were the steps? How is it documented? Here we are asking for documentation that that formal evaluation process results and improved student learning within the parameters of the schools, vision in Mission. For a quality school focused on improvement a good part of the year and certainly the summer months is looking back at every operation of the school looking for improvement opportunities. Evaluating to see if we are meeting our goals are we accomplishing the vision that we’ve said is a reason for being.  Is building godly character, part of the school’s vision, then how are we evaluating that to see if we’re accomplishing it in the lives of our students? Being good citizens? Are students academically prepared for the next level weather would be the next grade or college or a career school? | |
| **b)** **The Institution** includes contextually based research and an ongoing and systematic analysis of trend and comparison data related to student learning in the program evaluation. | |
| 1) Which ranking best describes the Institution for Indicator 8.3.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.3.A(b) \*Include references to evidence that support the narrative.  The environment or related conditions that have an impact on student learning should be a part of the systematic analysis of the trend and comparison data. This first part may extend beyond the classroom environment. Students who have limited internet access at home, may not have the ability to complete some assignments on their own is one example.  What is the published systematic system of analysis?  Who oversees the review including but not limited to department heads, teachers? | |
| **c)** **The Institution** includes all curriculum and organizational effectiveness continuous evaluation process. | |
| 1) Which ranking best describes the Institution for Indicator 8.3.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.3.A(c) \*Include references to evidence that support the narrative.  The list of “organizational effectiveness areas to be consistently reviewed varies widely but it is never a small number of operations.  One of the automatic reviews is, the curriculum as in, is the fifth-grade math curriculum, providing the progress that we expect from our curriculum?  But there are many aspects of the program that will affect Student learning, including things like the admissions process. Are we admitting students into the classroom that are not a good fit for that classroom and is that then occupying a disproportional amount of the teacher, resources and time in class therefore affecting the other students in the class?  Is there a bottleneck in the guidance office where it takes so long to get previous student records and get that data into the system and as a result, we have students are taking classes that they’ve already taken or they’re in a class that is too advanced for them?  What about the supplies department, do we have the supplies on hand in a timely manner?  Just to name a few. | |

|  |  |
| --- | --- |
| **Group Two: Teaching Learning / Standard Eight: Evaluation**  **Indicator 8.3 Program & Organization Evaluation**  The Institution implements a process to continuously assess its programs and organizational conditions to improve student learning. | |
| **Indicator 8.3.B** | Use of Evaluation Data for Improvement (K-12 Accreditation Manual, Page 153) |
| **a)** **Faculty and Staff** uses results from the current and trend data and stakeholder input to inform decision making, for possible program changes, policy and procedures updates, and professional development. | |
| 1) Which ranking best describes the Institution for Indicator 8.3.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.3.B(a) \*Include references to evidence that support the narrative.  In 8.3A we are looking at the data and the quality of it that we are examining to evaluate program and organization effectiveness including a wide range of departments, processes and programs. Now we move on to how we will use the evaluation of date to make improvements.  What do we do with the data collected? Who is involved in the process? How does an identified need for improvement get to a draft of a possible solution? How is the improvement approved, implemented (including professional development) and re-evaluated? | |
| **b)** **Faculty and Staff** engage in a process to improve and refine curriculum, programs, and innovative practices, includes modeling, coaching and team building activities and to improve student learning. | |
| 1) Which ranking best describes the Institution for Indicator 8.3.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 8.3.B(b) \*Include references to evidence that support the narrative.  Most of this should be a regular part of the school’s professional development program, but also includes building a team that wants to learn form each other within the culture of the school. Team Building! | |

NARRATIVE QUESTIONS: GROUP ONE: STANDARD EIGHT: INSTRUCTION

|  |  |
| --- | --- |
| See page 155  K-12 Manual | Group Two: Teaching Learning  Standard Eight: Evaluation  Focus Questions |
| ***8.1:*** *Describe the path your school takes to connect:*  *1) the assessment process (both formative and summative),*  *2) the student’s mastery of content and*  *3) the communication of student performance and his/her readiness for the next educational level.* |  |
| ***8.2:*** *Describe how the collection and analysis of assessment data helps in the decision-making process as it pertains to curriculum, classroom practices, and student learning.* |  |
| ***8.3****: Describe how you evaluate your overall program and how that evaluation influences the direction of your programs and practices.* |  |

IMPROVEMENT QUESTIONS: GROUP TWO: STANDARD EIGHT: INSTRUCTION

|  |  |
| --- | --- |
| See page 155  K-12 Manual | Group Two: Teaching Learning  Standard Eight: Evaluation  Strength, Quality, Weakness and Improvement Questions |
| 8S: Areas of Strength:  *What are your areas of greatest strength and why?* |  |
| 8Q: Maintaining Quality:  *What actions are you implementing to sustain your areas of strength?* |  |
| 8W: Areas of Weakness:  *What are your areas of weakness and why?* |  |
| 8I: Plans for Improvement:  *(Administration): What are your plans for improvement?* |  |

Evidence Required for Standard Eight:

|  |
| --- |
| Evidence |
| **Refer to the K-12 Accreditation Manual for Required Evidence and Examples** |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |