



# **Accreditation Report**

**Margaret G. Barksdale Elementary School**

**Rockdale County Schools**

Mrs. Jana O'Kelley, Principal  
596 Oglesby Bridge Road  
Conyers, GA 30094

# 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 with Early Learning**

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.....	23
Standard 5: Using Results for Continuous Improvement.....	27
Early Learning Standard 4: Resources and Support Systems.....	30
Report Summary.....	39

## **Stakeholder Feedback Diagnostic**

Introduction.....	41
Stakeholder Feedback Data.....	42

Evaluative Criteria and Rubrics ..... 43

Areas of Notable Achievement..... 44

Areas in Need of Improvement..... 45

Report Summary..... 46

**Student Performance Diagnostic**

Introduction..... 48

Student Performance Data..... 49

Evaluative Criteria and Rubrics..... 50

Areas of Notable Achievement..... 51

Areas in Need of Improvement..... 52

Report Summary..... 53

**AdvancED Assurances**

Introduction..... 55

AdvancED Assurances..... 56

# Executive Summary

## **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. <br><br> 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.

## 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?**

Barksdale Elementary School was established in 1978 and has a long history of academic excellence, low staff turnover, and a safe school environment. The school is located approximately thirty miles east of Atlanta, in the southern portion of Rockdale County. Rockdale County is considered to be an outer-suburban county in relation to Atlanta, and is 130 square miles in size. There are approximately 85,000 residents in the county as of the 2010 census with a 22% increase between 2000 and 2010. The median household income is \$56,000 with 24% of the population having a bachelor's degree or higher. Forty-six percent of the county population is African American, 45% is Caucasian, with the remaining percentages being made up of Hispanic, Asian and multi-ethnic groups.

Barksdale Elementary is one of 11 elementary schools in the county; one of 22 schools in the district. Within the past 3 years, the school's enrollment has fluctuated with the addition of a pre-K class and 2 special education pre-k classes. In addition, county changes in population have also contributed to this fluctuation. Student population totaled 572 at the end of the 2012-13 school year with a projected enrollment of 544 for the 2013-14 school year. We are currently over enrollment projections for this school year. The population pattern during the past 3 years shows no significant changes in the student ethnic groups: Caucasian - 44% African American - 43% Asian - 1% Hispanic - 6% Multi-Racial - 6%.

The BES staff population ethnic groups include: Caucasian - 79% African American - 20% Hispanic - 1%. The population pattern in the past 3 years shows an increase in the number of African American staff members hired.

The county has seen a change in its population as families living in Atlanta and the metro area have moved into Conyers/Rockdale for various reasons including the school system's high expectations and student performance. However, many long-standing community members have moved out of the area. Along with these changes the community has experienced a decrease in parent involvement, an increase in the low socio-economic status of the school families, and an increase in the minority population of the county. Barksdale Elementary currently has a free and reduced lunch rate of 64%. In the past 3 years this has increased by 4%. The 2013-14 school year will serve as Barksdale's fifth year as a Title 1 school. Due to the economy, long-standing community members leaving the area, and the challenges with selling a home, many of the houses in the school zone have become rental properties. This has resulted in a more transient student population. Barksdale's transient rate as of the 2011-12 school year was 35%.

The southern portion of Rockdale County, where Barksdale is located, primarily consists of residential neighborhoods and streets. The area has been developed for many years and there is limited space for growth. One commercial development is located in the area. Within and around this development there are currently 3 small businesses and 4 restaurants (3 of which are locally owned). The development is without an anchor store, and two supermarkets have gone out of business in the past 3 years. This, and the limited availability of land for growth, has decreased the opportunities for community business partners.

## 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.**

The initial strategic plan was developed during the 2006-2007 school year. A team consisting of staff members, parents and community members met to write the mission statement, objectives, strategies and corresponding action plans. Each year the plan is reviewed to determine updates that need to be made based on the school's current needs assessment and progress in achieving the action results. During the 2011-12 school year, strategic team members revised the mission statement, conducted an internal and external review of the school, and created the school's beliefs as another component of the strategic plan. At Barksdale we believe that:

- Everyone is entitled to rigorous and relevant educational experiences in an enriched learning environment.
- High expectations are key in order for ALL to achieve success.
- A safe and secure learning environment is essential for teaching and learning.
- In order to build character and develop productive citizens, it is necessary to model and expect honesty, respect, and accountability.
- Family and community support contribute to student success.
- Everyone is capable of learning.
- A positive and accepting environment recognizes the values and contributions of students and increases motivation of all.
- Embracing diversity gives our community strength.

The mission of Barksdale Elementary School, a diverse team of students, staff, family and community members working together, is to guarantee a solid academic foundation and a lifetime love of learning for all students, and to produce responsible, respectful, and successful members of our community, through

- high expectations;
- rigorous and relevant educational experiences in an enriched learning environment;
- a safe, accepting and positive school setting;
- a caring and highly skilled staff; and
- the use of the resources of an actively involved, well informed school community.

Barksdale's purpose reflects a high expectation for student success using a team approach that includes all staff members, students and parents. Our goal is to provide a plethora of instructional strategies, research-based techniques, current resources, and group settings as we work with students each day. A strength of the school is evident in our data analysis process as staff members review student performance by curriculum domains and student subgroups. Multiple pieces of data are reflected within this process. Data analysis is a routine within the school's culture and is used to communicate school goals and areas for improvement. This commitment to data analysis allows us to create a picture of each student's strengths and weaknesses, plan interventions and enrichment, and monitor progress through assessments and daily instruction. This is a critical piece of our belief system in which all students are capable of learning and will learn at Barksdale Elementary.

Through our belief in providing rigorous educational experiences for our students, we have involved students more in their learning through the implementation of student goal-setting and student-led conferences. This has allowed students to take ownership of their learning and has created an additional home-school communication piece. As is reflected in the strategic plan, programs are being implemented and/or are planned for implementation to provide a variety of instructional opportunities for students including the clustering of gifted students, differentiated strategies, a science lab, and a writing lab. Other after school opportunities include various clubs and an enrichment program

## Accreditation Report

Margaret G. Barksdale Elementary School

---

consisting of a robotics team, reading bowl team, math team, journalism team and fine arts offerings.

The Barksdale Essential 10 and Barksdale Promise provide a framework in which expectations for student behavior, responsibility for one's own learning, and the provision for a safe learning environment are outlined for students and parents. With an emphasis on social skills, work ethic and commitment to learning, students are additionally provided guidance in character traits and how to be good citizens of our school and community. Parent support is highly encouraged as connections are made to include them in daily school activities. Resources and training sessions are provided to our volunteers and to support parents in working with their children at home in an effort to strengthen the entire Barksdale team.

## **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.**

Over the past three years, Barksdale has experienced notable achievements in many academic areas. Independently, and as a part of Rockdale County Public Schools, Barksdale has met AYP for 8 consecutive years. With the first year of implementation of CCRPI in 2012, Barksdale scored a 92 out of 100. This placed Barksdale in the top 3 scoring elementary schools, and top 4 scoring schools in Rockdale County. Barksdale has been named a Title 1 Distinguished School and a Title 1 Reward School, which earned us a visit from Dr. John Barge, Georgia's State Superintendent, in late 2012. Rockdale County Public Schools recognizes student achievement through its own Defying the Norm Awards. Since their inception Barksdale has consistently received these awards for student achievement in the all student category, student achievement in the various subgroups and student achievement gains in the various subgroups.

In addition to academic accomplishments, Barksdale has experienced notable achievements in areas of student support and programs. One area of recognition is the Barksdale instructional schedule. This schedule is created each year with the purpose of supporting classroom instruction in all content areas and to provide best practices for serving all of our students including the gifted and higher performers, students with disabilities and those in the Early Intervention Program. The scheduling team is committed to providing additional support through the use of paraprofessionals and/or inclusion of additional certified teachers during the times allotted for reading and math instruction. This reduces the student/ teacher ratio and provides opportunities for more individualized instruction. Along with support for classroom teachers, the paraprofessionals' schedule allots time for Tier 3 intervention support for individual and small groups of students being monitored by the Student Support Team. Using our paraprofessionals in this manner frees teachers from this responsibility, giving them more time to focus on classroom instruction at the Tier 1 and 2 levels. Data analysis of 2013 CRCT shows an increase in students performing in the exceeding performance level as compared to 2012, and stronger performance in reading among those Tier 3 students with reading comprehension interventions.

An area of notable success is the Barksdale Enrichment Program. This is an after school program that targets the gifted and high performing student population in third, fourth and fifth grades. Students who participate in this program may choose from a variety of activities that include math, robotics, art and writing. Data analysis of 2013 CRCT indicates that all students who participated in this program either met or exceeded in all areas of the CRCT.

In the last 3 years, Barksdale has experienced improvements in both student academic performance and behavior. With the creation and implementation of the Barksdale school-wide behavior sheet and "think-about it" process, student behavior concerns are being addressed more rapidly in the classroom with positive results. The number of students being served through in-school suspension for behavior has decreased.

While overall student achievement in reading, ELA and math has remained at overall high levels of performance, there has been an increase in subgroup performance including students with disability and economically disadvantaged. Data reviews also support the closing of achievement gaps among the ethnicity groups and with students participating in support programs as compared to the all student category. In addition, all students have demonstrated increased performance in the content areas of science and social studies, as based on 2013 CRCT compared to 2012.

## Accreditation Report

Margaret G. Barksdale Elementary School

---

analyzing data and writing grade level and school improvement goals, a focus on specific skills in writing, math, and reading have been identified. In addition, school improvement plans have been written to address the steps needed to support performance improvement. Through each of these plans, Barksdale's staff continues to exhibit a goal to push students to their highest potential by increasing the number of students performing at the exceeding standards level. This process occurs each year to continue propelling us forward with a focus on student academic needs.

## **Additional Information**

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

Upon entering the doors of Barksdale Elementary, a feeling of family, community and service is pervasive in the school's environment. While there are many outside factors that Barksdale staff members and students must consider and overcome each day, staff members continue to expect students to achieve at a high level. Staff members follow a cycle of disaggregating student data, identifying areas of focus, planning and implementing interventions and enrichment, and reviewing results of the implemented plans. Students continue to maintain a high level of achievement in areas as is historically evident and respond to interventions in the areas identified for improvement. Safety nets are implemented each year based on student need. Student caseloads are monitored through the safety nets and additional interventions implemented, as needed.

Barksdale is about being a team. This team includes students, staff members, parents and the school community. Our goal continues to be on student success, and this is communicated daily to the students. This is evident through our school's purpose and beliefs. We are proud of our students' accomplishments as we continue to excel in the area of achievement, provide more rigorous curriculum offerings, and expose our students to educational experiences that allow them to make real-world connections. Our motto is simple but effective: One team, one goal, student success - Barksdale Elementary!

# **Self Assessment with Early Learning**

## **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: 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>•Minutes from meetings related to development of the school's purpose</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> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> <li>•PTO, Faculty Meeting and School Council Agendas</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>•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>•BES Essential 10 Barksdale Promise Benchmark Data Analysis Process BES Staff Handbook</li> </ul>	Level 3

# Accreditation Report

Margaret G. Barksdale Elementary 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>•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>•Rtl Process Parent/ Student-led Conference Evidence Benchmark Letters Expectationsl for PLC Student Assessment and Reporting Timeline</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 the External Review team members may be interested in reviewing.**

Barksdale has a strong purpose as is indicated in our Mission Statement, Beliefs, and Strategies for school improvement. These were created through collaboration of school stakeholders. The process was based on an internal and external review, identifying strengths and weaknesses, in order to facilitate growth and continued student success. The process is monitored through the building leadership team, School Council, data analysis, and grade level meetings. The school's strategic plan is communicated at parent meetings, on the school's website, in the parent handbook and is posted throughout the school.

School leadership and staff members are committed to a culture of shared beliefs and values as is evidenced in communication through weekly messages from the principal, building leadership team meeting minutes, school improvement plans, grade level professional learning communities and faculty/staff meeting agendas and minutes. The school's daily instructional schedule reflects a commitment to providing challenging experiences for all students through the implementation of an intervention/ enrichment block, clustering of gifted students and special education students, as well as using grade level and individual teacher lesson plan guides that reflect small group instruction based on student need. High expectations for student learning are reflected in the offerings of professional learning sessions, data analysis of student performance, school improvement goals and the Barksdale Cycle for Results.

Sustainability is maintained through an annual update of the school's profile which includes a longitudinal display of student performance data, enrollment information, discipline data, ethnicity group data, and attendance information over a five year span. This information, along with the school's strategic plan, guides the creation of yearly school improvement goals and plans to reach each goal. Grade levels work together to create goals specific to their students' data. Vertical teams create plans that are implemented to obtain the grade level and school-wide goals.

While the school has established partnerships with some community stakeholders, this area needs to be increased and strengthened. Plans to improve in this area are indicated in the strategic plan, to include the hiring of a parent/ community liaison and establishing a parent to parent mentoring program. In addition, School Council is reaching out to community members for membership. The new PTO board members are seeking opportunities for inclusion of community members to support PTO functions and school initiatives.

**Accreditation Report**

Margaret G. Barksdale Elementary School

---

## 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 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>•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>•Budget worksheets/budget allocations and narratives/School Council budget requests</li> <li>Grade level planning guide</li> <li>BES/JHH PLC norms</li> <li>Professional Learning forms/logs</li> <li>BES/JHH PLC presentation</li> <li>Volunteer guidelines</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>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</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

Margaret G. Barksdale 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>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•Professional learning survey results</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> <li>•JHH Collaboration Data Sheets Strategic Plan SIP Goals and Plans Title 1 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 sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <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> <li>• Title I parent compact Title I plan with parental involvement policy</li> </ul>	Level 2

## Accreditation Report

Margaret G. Barksdale 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>•Job specific criteria</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 the External Review team members may be interested in reviewing.**

The strengths associated with Standard 2 include a clear focus by the governing body on student achievement and school effectiveness. Evidence indicates clear policies and procedures as outlined in the Barksdale staff and parent handbooks. Communication of these policies is conducted through the building leadership team, PTO, School Council and faculty/staff meetings. Minutes from meetings reflect a focus on student achievement, implementation of the strategic plan and progress on school improvement goals.

The school's supervision, observation and evaluation process is also noted as a strength. An outline is produced at the beginning of each year to communicate the cycle for observations, goal-setting and conferences with teachers and administrators. Feedback is given to staff members on a regular basis to strengthen the instructional program and determine professional learning needs.

Annual surveys, LKES and SAI, are conducted to gather staff feedback on current governance and leadership practices in an effort to maintain areas of identified strength and to identify areas for improvement. Title I and school climate surveys are administered to determine parent support needed and to gain input in improving the home-school connection.

An area of improvement includes developing a diverse group of representatives from school stakeholders, with an emphasis on community members. Plans to improve in this area are indicated in the strategic plan, to include the hiring of a parent/ community liaison. Improvement in this area will result in an increase of communication and support between the school and community stakeholders.

Actions in moving forward should include continued staff training, collaboration among school and community stakeholders, and monitoring of stakeholder feedback.

**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: 2.5

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>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•Rtl Classroom Guidance Topics DOK information Assessment and Reporting Timeline Data Analysis TSS Character Word of the Week BES/JHH Collaboration Promotion/Retention/Placement Guidelines Assessment Reporting Timeline Student-Led Conferences/Professional Development SBI Guidelines</li> </ul>	Level 3

# Accreditation Report

Margaret G. Barksdale 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>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Teacher Self-Assessment</li> <li>•Student-Led Conference</li> <li>•Instructional Schedule</li> <li>•BES/JHH Collaborative</li> <li>•Gifted Group Clustering</li> <li>•Sample Math Scoring Guide</li> <li>•Assessment Timeline</li> <li>•Promotion/Retention/Placement Guideline</li> <li>•Quarterly Benchmark</li> <li>•Grade Level Analysis</li> <li>•Student Conference</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>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</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>•Findings from supervisor walk-thrus and observations</li> <li>•Interdisciplinary projects</li> <li>•Rtl</li> <li>•Data Analysis</li> </ul>	Level 2

# Accreditation Report

Margaret G. Barksdale 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 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>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote 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 sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Lesson Plans Rtl TSS</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•DOK Scoring Guides Conference Notes Goal Setting</li> </ul>	Level 2

# Accreditation Report

Margaret G. Barksdale Elementary School

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>•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>•Collaborative Coaching Professional learning TKES</li> </ul>	Level 3

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>•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>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Curriculum Night Newsletters Conference Notes Parent Workshop Volunteer Request Form PTO minutes</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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Girl's Group P&amp;I Rtl Individual Student Analysis</li> </ul>	Level 2

# Accreditation Report

Margaret G. Barksdale 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.	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>•Evaluation process for grading and reporting practices</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>•Parent Workshop</li><li>•Scoring Guides</li><li>•Lesson Plans</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>•Survey results</li><li>•Brief explanation of alignment between professional learning and identified needs</li><li>•Crosswalk between professional learning and school purpose and direction</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 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.	<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>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li><li>•OCR Gifted Screener</li><li>•Book Studies</li><li>•Safety Nets</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 the External Review team members may be interested in reviewing.

Areas of strength include the evidence that the curriculum and learning experiences prepare students for the next level of learning. Student report cards, results of goal-setting, test scores, classroom daily performance and teacher feedback are all indicators that students are

## Accreditation Report

Margaret G. Barksdale Elementary School

---

succeeding. High expectations are apparent in planning and guiding documents including the Strategic Plan, the school improvement goals, the daily instructional schedule, and individual teacher lesson plans. These expectations are observed in practices through instructional observations, teacher/student interactions and parent/teacher relationships. Parents are encouraged to play a key role in their child's education and are provided with many ways to accomplish this goal including student-led conferences, parent workshops, volunteer programs, PTO and School Council.

The utilization of multiple pieces of data to assess student performance and move forward in creating and implementing a plan of action for student success is a strength. Through a variety of avenues (data analysis, professional development, TKES, surveys, staff recognitions) instructional practices are monitored for effectiveness and changes made as indicated. The Barksdale Cycle for Results exemplifies the school's commitment to ensuring that all students succeed.

Providing activities that are individualized for all students is one area that needs to be improved upon. An emphasis on personalizing learning strategies for each student has been identified as an area of need for the faculty. Creating additional opportunities for staff members to collaborate on the vertical alignment of the curriculum will assist in providing more awareness of ways to adjust within the classroom learning environment to meet the varied needs of the student body. The use of technology in every classroom at the highest level of effectiveness has been brought to the forefront through the school's strategic plan. The BES Technology Team is in the process of researching how technology can be fully implemented in each classroom and ways to individualize student learning.

While professional learning communities are in place within the school, they are not being fully implemented as outlined through the BES mission statement. Building level administrators have recently participated in training on collaboration and PLC's and will begin working with building leadership team members to outline protocols to strengthen these learning communities throughout the grade levels and support systems. Using more focused professional learning sessions that include research opportunities for teachers to investigate ways to differentiate student learning will move the staff forward in achieving our goals.

**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: 2.57

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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most 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>•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>•BLT minutes</li> </ul>	Level 2

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>•strategic plan budgets for instructional resources</li> </ul>	Level 3

# Accreditation Report

Margaret G. Barksdale 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>•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>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•Safety plan monitoring plan of safety assessment</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.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. 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>•Budget related to media and information resource acquisition</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•strategic plan</li> </ul>	Level 2

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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> <li>•Strategic plan</li> </ul>	Level 2

# Accreditation Report

Margaret G. Barksdale Elementary School

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>•Student assessment system for identifying student needs</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Rtl Therapy Resource List Student Needs Assessment Request for Counseling Services</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>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Rtl Career guidance lessons BES Cycle for Results</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 the External Review team members may be interested in reviewing.**

Specific strengths identified by the Barksdale team include a concerted effort to maintain a safe and clean environment for staff and students. Expectations are in place through the school's safety plan to outline roles of the safety team, duties and responsibilities, the safety drill schedule and drill protocols. The safety plan is updated and reviewed with staff by members annually. Each teacher has a safety folder with key components included in the folder. Safety procedures are provided for each classroom along with evacuation maps. Students are given details of drill procedures through the school's morning news show and practice with their teachers.

While the cleaning of our building is outsourced through a custodial company, we continue to keep high expectations in place to maintain a clean, healthy and orderly school. Procedures outlined in the staff handbook give directions for staff members to report specific needs in their classrooms/areas and/or equipment that is in need of repair. Administration works closely with the lead custodian to address areas of concern. Work orders are completed for repair work that needs to be done by county maintenance crews. Students and staff members are responsible for assisting in ensuring that we have a safe, clean and orderly school. In order to sustain this standard as a strength, we will continue to conduct annual safety walk-through inspections by the school, county and DOE safety teams.

## Accreditation Report

Margaret G. Barksdale Elementary School

---

Support services are in place to identify students in need of assistance and to provide appropriate services. Guidance lessons are conducted by the school counselor on a daily basis. Additional supports include small group counseling sessions, a mentoring group for 4th/5th grade girls, the Student Support Team and resources/workshops for parents. Surveys are completed annually to determine the effectiveness of these programs, the need for additional support/resources and to sustain the high level of implementation of these services. The recent implementation of the CCGPS has identified the need for more updated instructional resources. Administration continues to work with staff members in obtaining resources that are prioritized based on student need and performance. Researching funding sources, creating lists of needed materials, and purchasing materials will move us forward in improving this area

There is a need for improvement with our media and technology programs. Through the school's strategic plan steps are being implemented to strengthen these areas through the implementation of needs assessments, a review of data, procedures and protocols, staffing, professional learning and the creation of media and technology plans. These plans will outline expectations for students and staff members in learning through the use of media resources and lessons, as well as technology. Plans will outline personnel responsible for providing resources, planning with teachers, and conducting lessons.

### 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: 2.8

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>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•Data analysis forms</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>•Written protocols and procedures for data collection and analysis</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 Presentations BLT minutes Assessment and Grading Timeline</li> </ul>	Level 3

**Accreditation Report**

Margaret G. Barksdale 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.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Picture of school process for staff feedback</li> </ul>	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.	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>•Description of process for analyzing data to determine verifiable improvement in student learning</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>•Data sheets Rtl- tier 3 group feedback form</li> </ul>	Level 3

## Accreditation Report

Margaret G. Barksdale 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 to 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>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</li><li>•BLT minutes Faculty meeting agendas Professional Learning Plan Website</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 the External Review team members may be interested in reviewing.**

Strength is noted in using results for continuous school improvement and having an assessment system in place. Analysis of multiple sources of data is frequent, thorough and timely throughout the school year. Results are utilized to improve instruction, plan for student learning, identify needed resources, and collaborate on best practices. Communication of student results, school improvement goals, and the monitoring of goals exists in multiple ways. Evidence of this standard is reflected in the school's Cycle for Results which continues to support and sustain this area as a strength school-wide. Steps within the cycle show the process of analyzing data, the implementation of safety nets/interventions, and progress monitoring of student performance.

Improvement is needed in ensuring that common assessments are consistent across classrooms/grade levels/subjects. While multiple assessments are used, grade levels are at different levels of progress in creating and administering common assessments to check for student mastery. This weakness will be addressed through professional learning as teachers receive more training on common assessments. Teachers will also work within their grade level professional learning communities to review student data and create assessments that are reliable, consistent, rigorous and bias-free.

A need for more professional learning in the analysis of data has also been identified as an area for improvement. This is particularly specific to support staff members. School-wide data for year-end testing is reviewed with paraprofessionals. However, in moving forward data results for quarterly benchmarks will be made available for support staff members. Additionally, optional training sessions for how to analyze data will be made available as needed.

## Early Learning Standard 4: Resources and Support Systems

The Early Learning program has resources and provides services that support its purpose and direction to ensure success for all children.

Overall Rating: 2.86

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 to support the program 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>•Policies that require relevant and related trainings</li> <li>•Incentives/recognition program/system</li> <li>•School budgets for the last three years</li> <li>•Staff License/certification/qualifications</li> <li>•Assessments of staff needs</li> <li>•Personnel evaluation forms</li> <li>•Professional and support staff/child ratios</li> <li>•Points plan Title I budget Staff recognitions TKES process</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 2 years verifiable early childhood work experience or 2 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> <li>•Personnel evaluation forms</li> </ul>	Level 3

**Accreditation Report**

Margaret G. Barksdale Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<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>•Policies that require relevant and related trainings</li> <li>•Incentives/recognition program/system</li> <li>•Staff License/certification/qualifications</li> <li>•Personnel evaluation forms</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 1 year verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	<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>•Policies that require relevant and related trainings</li> <li>•Incentives/recognition program/system</li> <li>•Staff License/certification/qualifications</li> <li>•Personnel evaluation forms</li> </ul>	Level 3

# Accreditation Report

Margaret G. Barksdale Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 6 and a maximum teacher to student ratio of 1:3.</p> <p>For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and a maximum teacher to student ratio of 1:5.</p> <p>For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 24 to 36 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 20 and a maximum teacher to student ratio of 1:10.</p> <p>For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.</p>	<ul style="list-style-type: none"> <li>•Staff to student ratio records</li> <li>•Annual projections Bright from the Start operating guidelines and roster submission</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning 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 young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children 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>•Equipment purchasing and maintenance</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School calendar</li> <li>•Budget for authorized expenses and activities</li> <li>•Funding overview-public and private funders</li> <li>•Grant applications</li> </ul>	Level 3

# Accreditation Report

Margaret G. Barksdale Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children 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 children, as appropriate to their age and developmental growth, 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>•Written health and safety policies</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building inspections record</li> <li>•CPR/1st Aid Certification/health safety trainings</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•Safety Plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> <li>•Facility and equipment specifications</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building and grounds inspections record</li> <li>•Safety Plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	<ul style="list-style-type: none"> <li>•Facility and equipment specifications</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•Bright from the Start guidelines</li> </ul>	Level 3

**Accreditation Report**

Margaret G. Barksdale Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair.	<ul style="list-style-type: none"> <li>•Facility and equipment specifications</li> <li>•Kindergarten basic equipment list</li> <li>•Photos of classrooms</li> <li>•Adaptive seating for students with disabilities (READY)</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none"> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Photo of playground/gym equipment</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school meets the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities. Each center is well equipped with basic materials that support the purposes of the center.	<ul style="list-style-type: none"> <li>•System for ordering/maintaining sufficient supplies</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•Curriculum standards, guides, expectations</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times.	<ul style="list-style-type: none"> <li>•Curriculum standards, guides, expectations</li> <li>•Classroom photos - napt time, safe place, classroom IQ Guide for earning environment</li> <li>•Conscious Discipline Training</li> </ul>	Level 3

# Accreditation Report

Margaret G. Barksdale Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve most of the educational program's goals and objectives. Personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Technology and interactive media inventory</li> <li>•Data on media and information resources available to staff and children</li> <li>•Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, audio and video recordings, etc.</li> <li>•Photo of activboard</li> <li>•Photo of child using Ipad</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Hardware and software inventory</li> <li>•Policies relative to technology use</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.	<ul style="list-style-type: none"> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•Curriculum standards, guides, expectations</li> <li>•Displays pictures/photos</li> <li>•IQ guides</li> <li>Lesson Plans</li> <li>Changes to the learning environment teacher form</li> <li>READY list of adaptive tools</li> <li>READY class schedule</li> </ul>	Level 3

# Accreditation Report

Margaret G. Barksdale Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel endeavor to determine the physical, social, and emotional needs of children in the school. School personnel provide or coordinate programs to meet the needs of children when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of young children.	<ul style="list-style-type: none"> <li>•Special classes/activities for children with disabilities</li> <li>•Examples of child assessments</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Intervention services referral</li> <li>•Example of home and community interventions</li> <li>•Assessment system for identifying children's needs</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•Lists of support services available to students</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school meets the expectation. For example, strict sanitary conditions for diapering and toileting are maintained. Resources are available for sanitizing all spaces directly touched by children and adults. Each child has access to child-sized toilets and sinks, and each classroom has individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.	<ul style="list-style-type: none"> <li>•Student records indicating personal needs</li> <li>•Facility/classroom design for storage space of personal items</li> <li>•Classroom photo Handwashing protocols</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.	<ul style="list-style-type: none"> <li>•Handbooks, procedures</li> <li>•Student records indicating personal needs</li> <li>•Parent/Staff communications procedures and expectations</li> <li>•Duty Roster</li> </ul>	Level 3

# Accreditation Report

Margaret G. Barksdale Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. 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 most young children.	<ul style="list-style-type: none"> <li>•Program evaluations</li> <li>•Lists of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Assessment plan</li> <li>•Demographics</li> <li>•Parent opportunity information sheets</li> <li>•Description of referral process</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school meets the expectation. For example, most staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	<ul style="list-style-type: none"> <li>•Statement of principles</li> <li>•Parent/Staff communications procedures and expectations</li> <li>•Code of conduct</li> <li>•Written policies on positive guidance strategies</li> <li>•BES Essential 10</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Accident records and reports</li> <li>•Safety handbooks, guidelines, procedures, expectations</li> <li>•DOE safety assessment</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 the External Review team members may be interested in reviewing.**

Qualified staff members trained in early childhood development is a strength at BES. New paraprofessionals in the Pre-K regular education and special education classes will receive additional training during the year due to their recent hiring for the 2013-14 school year. Continued training for all staff members will occur to sustain a high level of knowledge and proficiency. Class size ratios are monitored closely and are appropriate based on state guidelines. Adequate space and materials are provided for students and staff members. There is a climate of trust and acceptance among the faculty and students. Open communication, participation of all staff members in staff meetings/training

## Accreditation Report

Margaret G. Barksdale Elementary School

---

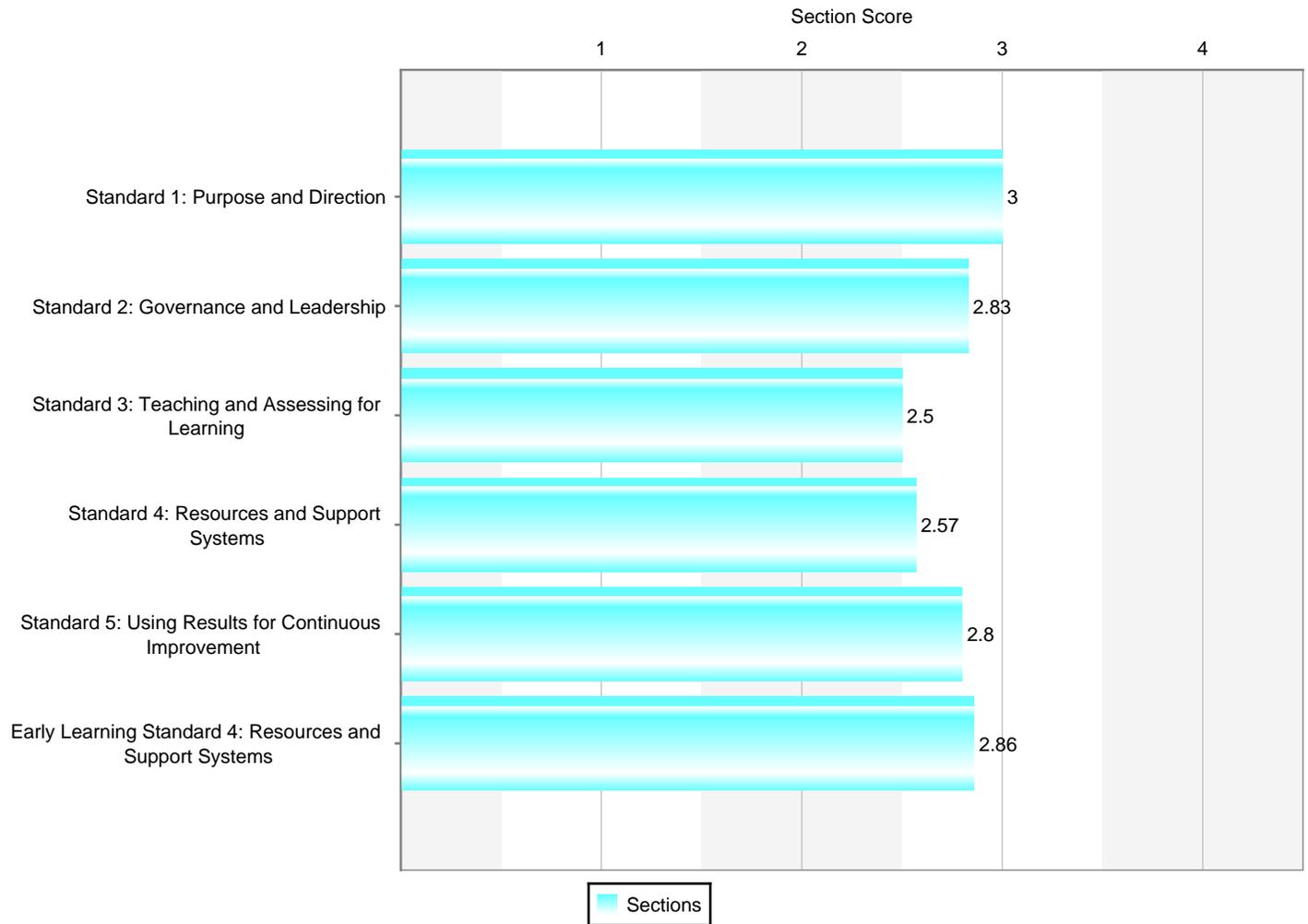
sessions, and a continued awareness of roles and responsibilities will sustain programs currently in place and future implementation of new ones.

One area of need is an appropriate playground for the school's youngest students and students with disability. A plan is in place through the school system to provide for this need.

There is a need for improvement with our media and technology programs. Through the school's strategic plan steps are being implemented to strengthen these areas through the implementation of needs assessments, a review of data, procedures and protocols, staffing, professional learning and the creation of media and technology plans. These plans will outline expectations for students and staff members in learning through the use of media resources and lessons, as well as technology. Plans will outline personnel responsible for providing resources, planning with teachers, and conducting lessons.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **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.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		BES Stakeholder Feedback Data Report

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## **Areas of Notable Achievement**

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

For faculty/staff members the overall highest level of satisfaction is with the school's purpose and direction. A clear vision focused on student success and our process for continuous school improvement is also recognized. Parents rate the areas of Purpose and Direction and Using Results for Continuous Improvement as areas of strength. They agree with staff members that our vision is student focused. Parents recognize the work that staff members do to ensure that student progress is monitored effectively and they are informed of their child's performance. Students indicate that we want all students to learn and view our purpose and direction at a high level.

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

Students indicate that they want to give more feedback about their school and learning. In the past three years, we have focused on giving students more opportunity to participate in their own learning. Teachers work with students to set goals and to conduct student-led conferences with parents. Providing more leadership opportunities for students through School Council, the Beta Club/National Honor Society, and BES news show have assisted in giving students more of a voice in school-wide decisions and events. Parents indicate the need for more individualized instruction. This has become more of a focus for faculty members through our analysis of student data, small group instruction, differentiated instruction focus, and multiple tutoring/enrichment opportunities for students. For staff members, an increase in technology proficiency is prevalent. Resources, tools and professional learning in this area are very much in the forefront as we move forward with preparing our students for the future.

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

All stakeholder feedback reviewed was from BES staff members, students and parents through AdvancED.

## **Areas in Need of Improvement**

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

Staff members indicate the need to strengthen the area of Teaching and Assessing for Learning. Specifically, they note a consistent use of technology resources across the school, the use of peer coaches for teachers, and the consistent provision of timely feedback for students. Parents note the same area for improvement. They want to ensure that their child has services to meet his/her needs, as well as individualized instruction as needed. Students indicate the need for more respect of the adults in the building by the students. They also want a platform for giving input about their school.

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

In analyzing the survey results there is no evidence of a trend toward decreasing stakeholder satisfaction. Through the efforts to strengthen areas for improvement identified in the survey results, it is the school's goal to meet and exceed the expectations of all stakeholders.

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

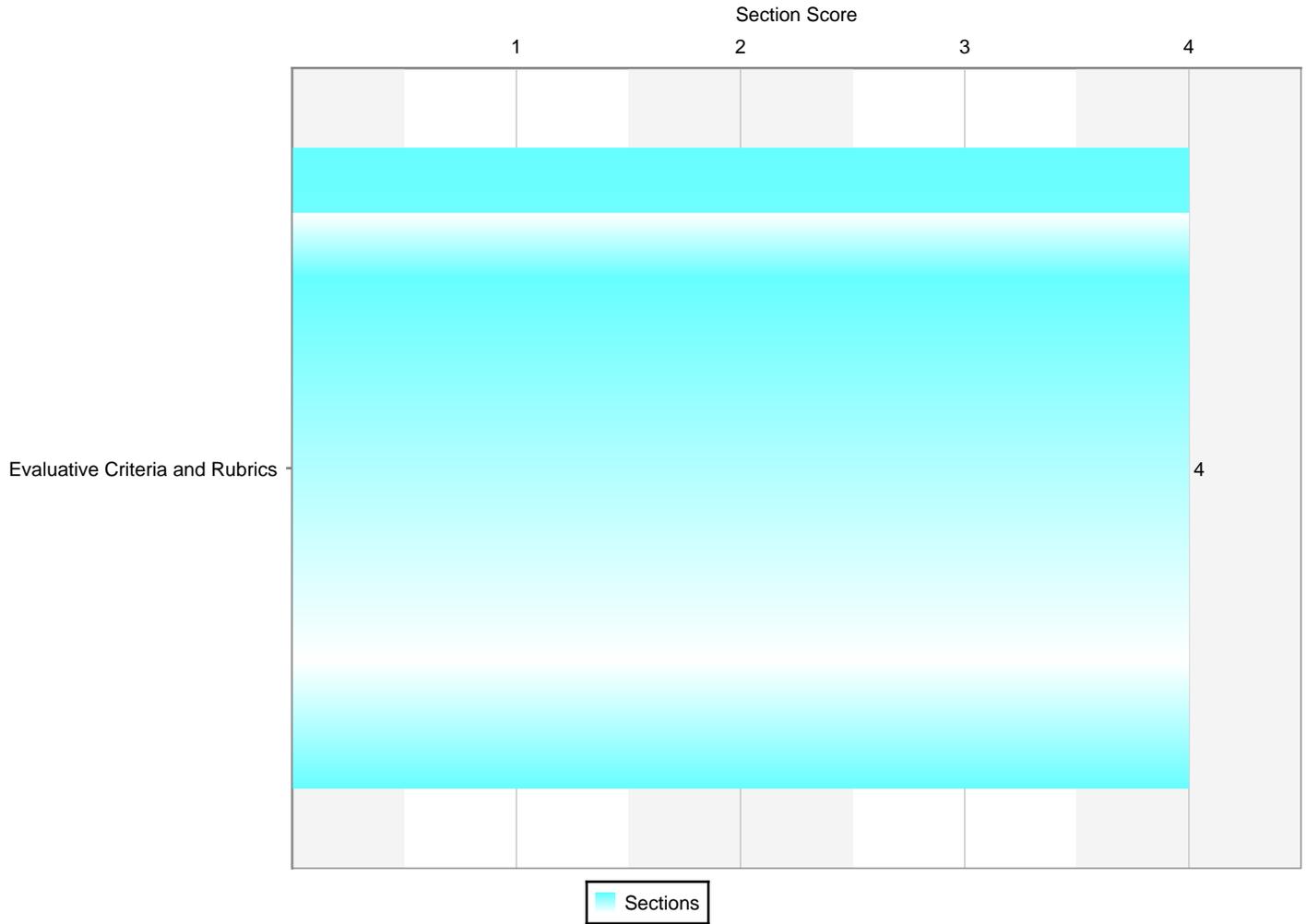
Strengthening the identified areas of improvement in Teaching and Assessing for Learning will provide students with consistent exposure to and interaction with technology and resources. This will move us forward in meeting the expectations of our strategic plan/technology plan which include students and staff members utilizing the components of a 21st century classroom. Continuing the focus of our data teams to analyze student performance, plan interventions/acceleration, and implement appropriate instructional strategies will ensure that individual student needs are met. Communicating the data analysis, intervention/acceleration plans and strategies to parents will strengthen their understanding of the level of individualization in place for their children and resources available to them. The students want to feel empowered. Asking for suggestions, giving them more leadership opportunities and allowing them to assist in planning for future school-wide events will enable them to become more of a partner in their education.

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

All stakeholder feedback reviewed was from BES staff members, students and parents through AdvancED.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **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.

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		RCPS Elementary Student Performance Diagnostic

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## **Areas of Notable Achievement**

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

Based on 2013 CRCT for the all student category, all content areas are at or above the expected 90% meeting/ exceeding level.

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

Student data of 2012 and 2013 CRCT shows a positive trend in performance in the areas of 4th grade ELA, 3rd grade math, 3rd and 5th grade science, and 3rd and 5th grade social studies for all students. In addition, the number of students scoring in the exceeding performance level shows an increase in 3rd and 5th grade reading, 3rd grade ELA, and 3rd and 4th grade math.

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

The areas with the overall highest performance include 3rd and 5th grade reading, with 100% of students meeting and/or exceeding on 2013 CRCT. In addition, all students with disability met or exceeded on the 2013 CRCT or CRCT-M in the areas of reading, ELA and math.

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

There is no evident trend in increasing performance as all subgroups consistently perform at or above the expected level of 90% meeting and/or exceeding.

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

Data indicates that there are no gaps in subgroup achievement.

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

All achievement data findings are supported through other data sources, including StarEL and SRI.

## **Areas in Need of Improvement**

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

In all categories the expected level of performance for summative assessments is 90% of the students meeting and/or exceeding expected performance levels. In 2013, in the all student category, 4th grade math was below this level with an 88%. In addition, the all student category for 5th grade writing was 80% with the following subgroup results: male at 70%, black at 72%, white at 89% and students with disability at 38%. First and second grade performance on the RCPS Summative Assessment fell below the 90% level in the following areas: 1st reading at 84%, 1st math at 85%, 2nd reading at 76%, 2nd ELA at 75% and 2nd math at 87%.

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

While there were areas that did not meet the expected level of 90% of students meeting and/or exceeding in 2013, there is not a trend in negative performance. For example, prior to 2013 5th grade writing data supports a positive trend in performance: 2009 at 76%, 2010 at 86%, 2011 at 90% and 2012 at 94%.

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

Overall lowest performance was seen in the areas of 2nd grade reading and ELA for all students and in 5th grade writing for students with disability.

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

In reviewing subgroup data from 2011 to current year, there are no trends towards decreasing performance.

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

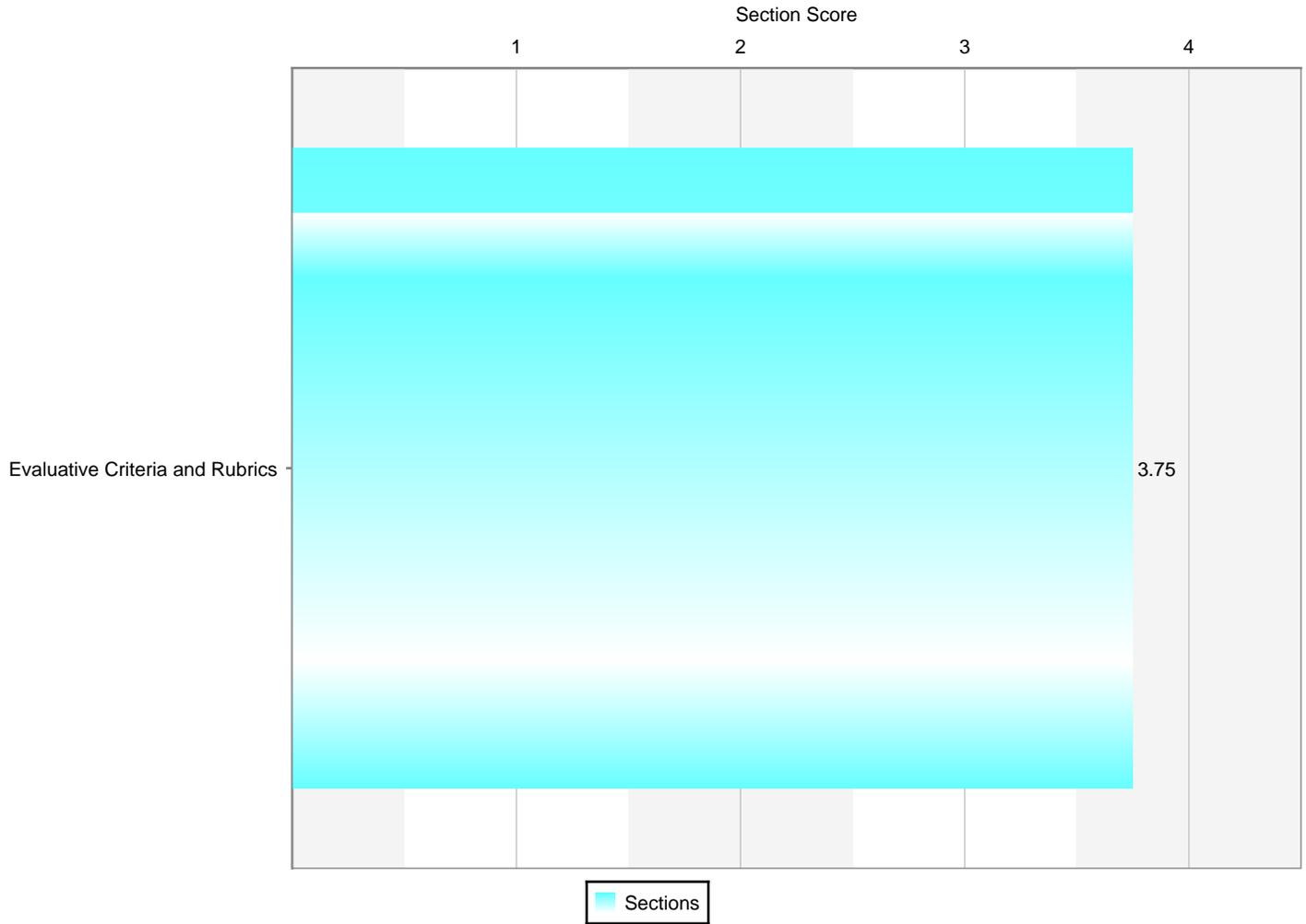
In reviewing subgroup data from 2011 to current, there are no increasing achievement gaps.

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

All data supports that there are no decreasing performance trends or increasing gap trends in subgroup performance.

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

**AdvancED Assurances**

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	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: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - 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 - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	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		BES School Safety Plan 2013-14

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	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		BES SIP Documents