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

# Standards Assessment Report

## Flowing Wells Unified School District #8

1556 W Prince Rd
Tucson, Arizona, United States 85705-3024

Prepared for the AdvancED Quality Assurance Review

Report Status : Accepted

Report Open Date : May 20, 2011
Report Due Date : February 5, 2012
Report Submitted Date : December 20, 2011
Report Accepted Date : December 21, 2011

# Standards Assessment Report

**Contents**

# Introduction & Purpose of the Report

## Introduction

### Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

### Structure of the Report

The Standards Assessment Report includes four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; and 3) conclusion.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational"

level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

The description of the school system's methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The conclusion provides an opportunity for the district to share final insights and information.

## Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school system between six months and four weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system's community participate in completing this report. The report will become the basis of the Quality Assurance Review Team's review.

## Directions for Completing the Report

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity.

# Demographics

| | |
|---|---|
| # Elementary Schools: | **6** |
| # Middle Schools: | **1** |
| # High Schools: | **2** |
| # Other: | **1** |
| Grade(s): | **PK,K,1,2,3,4,5,6,7,8,9,10,11,12** |
| Enrollment: | **5793** |

# Executive Summary

Please provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

## Executive Summary

**Flowing Wells School District**

## The District Mission, Vision and Goals

The District **mission** reads as follows: To most effectively meet students' needs, we, as members of the Flowing Wells School District, are guided by shared core values. In the interest of meeting the high expectations of students, parents, and community, we consistently strive for educational excellence. We are guided by our shared core values:

- Student Centered – All decisions will be based on the question, "Is this in the best interest of the students?" The best interest is reflected by high academic standards, personal accountability, responsible decision making and respect for self and others.
- Integrity – We will be fair, ethical and honest. In all situations, "We will do what we say and say what we do."
- Quality Focused – If it is worth doing, it is worth doing well.
- Balance – We encourage students, families, and employees to strive for balance in their lives. We support and respect each other as we accept responsibility to maintain our commitments to work, family, and community.

Our **vision** is "setting the pace for excellence."

The District **goals** for 2011-2012, established by the Governing Board and communicated District-wide, include the following:

- The District is committed to a safe and protected environment by maintaining campuses that are drug, weapon, and violence free.

- The District will continue to be proactive in developing and implementing strategies that result in students' physical, mental, and emotional well being, including collaboration with federal, state, and community

agencies.
- The District expects a minimum of one year's academic growth because students can learn and be successful with a high level of accountability.
- The District will attract, hire, and retain the best-qualified staff reflective of our community, and provide opportunities for professional growth and development.
- The District will make and communicate appropriate and responsible budgetary decisions.
- The District will develop and maintain strong community, family, business, educational, and governmental linkages.
- The District values diversity and will be inclusive in its practices and procedures.
- The District will prepare our students and staff to utilize technology as a tool for the 21st century.
- The District is committed to support fitness and sports, fine arts, after-school programs, and student organizations, which benefit our students and community.

Based upon these goals, the Governing Board has established the following **initiatives** to guide us in our programming efforts and decision-making processes for the 2011-2012 school year:

• 24/7 School House: After School/Summer Programs

• Administrative Visibility

• Alternative Education – Sentinel Peak High School and Advantage Academy

• Assessment Strategies (AIMS, DAP, DIBELS)

• B Bond Program

• Business and Community Linkages

• Continue Dress Code Implementation

• Curriculum Standards and the Common Core (Study Session)

• Develop Career and Technical Education Programs

• Diverse Recruitment Efforts

• Encourage Parental Involvement

• Expand Technology Resources (Study Session)

• External Funding Opportunities

• Facility Ten-Year Plan

• Family Resource Center

• Flowing Wells Educational Foundation – Activities and Fundraisers

• FWEA Collaboration/Meet and Confer Process

• Market District and Schools' Unique Factors

• Ongoing Volunteer Support/Recruitment

• Post Graduation Success (100% Initiative, K-12 Guidance)

• Promote Clean and Beautiful Campus

• Quality Athletic Programs K-12 – Encourage Participation

• Recognize School Profiles (NCLB, AZ Learns, Grades A-F)

• Reevaluate All Emergency Plans

• Review Enrollment Trends

• Safe and Drug-Free Campuses – Security Morning/Evening

• School Site and District Advisory Councils

## Description of the programs and services (including number and type of schools) under the jurisdiction of the District

Flowing Wells School District is served by one preschool, six elementary schools, one junior high school, one traditional high school and one alternative high school.

**Emily Meschter Early Learning Center (EMELC)** serves preschool children ages three to five years old. Programs include PIP (Preschool Income-Based Program) for children who reside in the District and meet income eligibility requirements; LINKS (Learning, Intervention and Kid Supports) for children who have been assessed with a special education need; and STEP (Student Enrichment Program) for the children and grandchildren of District employees. The state-of-the art facility, built in 2010, has classroom wireless internet access with computers and iPads for student and staff use. EMELC offers parenting workshops throughout the school year and provides many opportunities for parent and community volunteers. EMELC is in partnership with the University of Arizona College of Education and the Helios Education Foundation. The Director of EMELC was recognized as Arizona's Early Childhood Educator of the Year for 2007. EMELC holds National Accreditation for the Education of Young Children (NAEYC) status.

**Centennial Elementary School,** opened in 1990, serves students in grades kindergarten to sixth grade. Centennial offers an extensive list of program opportunities, including a Title I reading lab, comprehensive special education services, Structured English Immersion, Center for Academically Talented Students (C.A.T.S.), full-day kindergarten, band, orchestra, vocal music, physical education, intramural athletics, computer technology education, Reading Counts, the Milers Program, Northwest Fire Safety Program, and a University of Arizona Nutrition Grant. After school programming includes academic tutoring programs through the 21st Century Skills Grant, after school sports, STAR summer programming and on-site day care provided by Youth Enrichment Services (Y.E.S.) The school partners with the Tucson Optimists, the Flowing Wells Junior High Cadet Teacher Program, Assistance League of Tucson (Operation School Bell provides targeted children with school clothes and shoes), and the Northwest Community Church. Centennial enjoys a long-standing

relationship with her sister school in Nanjing, China. Centennial is proud of many achievements, including North Central Association Accreditation, Arizona Department of Education's A+ Top Ten Elementary Schools Award (1994), Arizona Teacher of the Year (1994), U.S. Department of Education's National Blue Ribbon Schools Recognition Award (1994), Golden Bell Award (2001), Arizona Education Association Especially for Kids Award (2004), Ronald McDonald Award (2007, 2008), Rodel Finalist (2009, 2010), National History Recognition (2008, 2009), Christa McAuliffe Award for Excellence in Science Education (2010), Phil Michelson Exxon Mobil Teacher's Academy (2010), Rodel Exemplary Teacher (2010, 2011), California Casualty Award (2011) and Master Teacher of Mathematics: Noyce Master Teachers' Program National Science Foundation (2010).

**Homer Davis Elementary School**, opened in 1955, serves students in grades kindergarten to sixth grade. Homer Davis also offers an extensive list of program opportunities, including a Title I reading lab, comprehensive special education services, Structured English Immersion, Center for Academically Talented Students (C.A.T.S.), full-day kindergarten, band, orchestra, vocal music, physical education, intramural athletics, computer technology education, desert habitat/outdoor classroom and Head Start. After school programming includes extensive tutoring services, Homework Helpers, Skills for Success programming, Project MAX, and on-site day care provided by Youth Enrichment Services (Y.E.S.) The school enjoys strong partnerships with Jewish Family Services, University of Arizona UCATS, and Tucson Community Gardens. Achievements and recognitions include North Central Association School Accreditation, U.S. Department of Education's National Blue Ribbon Schools Recognition Award (1998), Arizona Department of Education's A+ Top Ten Elementary Schools Award (1984, 1998, 2010), Rodel Exemplary Teacher (2006, 2007, 2010) and Rodel Exemplary Principal (2009).

**Walter Douglas Elementary School**, opened in 1963, serves children in kindergarten to sixth grade. The largest elementary school in the District, Walter Douglas provides a rich array of programs and services for its students. These include Title I reading lab, comprehensive special education services, Structured English Immersion, Center for Academically Talented Students (C.A.T.S.), full-day kindergarten, band, orchestra, vocal music, physical education, intramural athletics, computer technology education, Head Start, and an attendance accountability program. After school programming includes after school sports, science club, mariachi club, Mac-Ro math club, extended day extensive tutorial program, summer tutorial program, Read & Eat Family Literacy Program, homework club, Make Mealtime Family Time, Study Island 3-6, Child Identification Program, on-site day care provided by Youth Enrichment Services (Y.E.S.), and a kid's produce market that provides free produce to students and their families titled Buddy's Bazaar. The school also offers parenting classes. Further, the school has developed partnerships with Kiwanis Community Service Club, Tucson Optimist Club, AMISTADES, Make Meal Time Family Time, The Community Food Bank, La Paloma Family Services, Ben's Bells and the Tucson Public Library. Achievements include North Central Accreditation, Rodel Exemplary Teacher (2006, 2007), Arizona Educational Foundation Teacher of the Year (2005), Arizona Department of Education's A+ Top Ten Elementary Schools Award (1990, 2004), Fulbright Memorial Fund Master Teacher Program (2003), Fulbright Memorial Fund International Teacher Program (1999, 2001), City of Tucson, Good Neighbor Award (2001), Exchange Club Child Abuse Prevention Award (2001), Tucson Realty Educator Award (1998, 1999, 2000), Arizona Department of Education's Five Star Award (1999), Milken National Educator Award (1998), U.S. Department of Education's National Blue Ribbon Schools Recognition Award (1990), Arizona Ambassador for Excellence Teaching Award (2005), and Outstanding Mac-Ro Achievement Award (2008, 2009, 2010).

**J. Robert Hendricks Elementary School**, the newest elementary school in the District, opened in 1996 and serves students in kindergarten to sixth grade. Programs and services include Title I reading lab, comprehensive special education services, Structured English Immersion, Center for Academically Talented Students (C.A.T.S.), full-day kindergarten, band, orchestra, vocal music, physical education, intramural athletics, and computer technology education. After school programming includes after school tutoring, mariachi, athletics, on-site day care provided by Youth Enrichment Services (Y.E.S.) and a summer "artist in residence" program. Hendricks partners with IBM, Northern Arizona, the Tucson Optimist Club, Raytheon and the United Way. The partnership with United Way involves an ongoing summer literacy research project that will span three years. Hendricks

boasts many recognitions and achievements, including the North Central Accreditation, Presidential Awards—National Math/Science Teacher (1998), Arizona Ambassador for Excellence Teaching Award (1998, 2002), University of Arizona Outstanding Educator Award (1999), Arizona Department of Education's A+ Top Ten Elementary Schools Award (2002), Arizona Distinguished Administrator Award (2005), Christa McAuliffe Award for Excellence in Science Education (2006), Horace Mann—NEA Foundation Award for Teaching Excellence (2007), and Arizona Education Association Especially for Kids Award (2009).

**Laguna Elementary School**, the oldest school in the District, was established in 1895 and merged with Flowing Wells School District in 1964; it also serves students in kindergarten to sixth grade. Programs and services include Title I reading lab, comprehensive special education services, Structured English Immersion, Center for Academically Talented Students (C.A.T.S.), full-day kindergarten, band, orchestra, vocal music, physical education, computer technology education, Head Start, desert tortoise habitat, riparian/pond outdoor classroom, and Positive Behavioral Intervention Support. After school programming includes the Skills for Success, Mac-Ro Math—grades 3-4, and intramural athletics. Community partnerships include Reading Seed, Experience Corp, and Foster Grandparents. Awards and achievements include North Central Accreditation, U.S. Department of Education's National Blue Ribbon Schools Recognition Award (1986), Arizona Department of Education's A+ Top Ten Elementary Schools Award (1986), Golden Bell Award (2005), Christa McAuliffe Award for Excellence in Science Education (2002), Wal-Mart Teacher of the Year (2003), INTEL Award for Excellence in Math Education (2003), Arizona Ambassador for Excellence Teaching Award (2005), Rodel Exemplary Teacher (2005, 2006), Rodel Aspiring Principal (2009), STEMAZ Innovative Heroes Award (2009) and Arizona Top Ten Teacher of the Year Award (2005).

**Robert S. Richardson Elementary School** opened in 1980 and serves students in kindergarten through grade six. Programs and services include reading lab remedial services, comprehensive special education services, Structured English Immersion, Center for Academically Talented Students (C.A.T.S.), full-day kindergarten, band, orchestra, vocal music, physical education, nutrition and wellness program and computer technology education. After school programs include intramural athletics, reading clubs, and on-site day care provided by Youth Enrichment Services (Y.E.S.) The school partners with the Reading Seed Volunteer Program and Tucson Optimists. Awards and achievements include North Central Accreditation, U.S. Department of Education's National Blue Ribbon Schools Recognition Award (1988), Arizona Department of Education's A+ Elementary School Award (1987, 2005), Arizona Department of Education Literacy Site (1992), and Arizona Ambassador for Excellence Teaching Award (1998, 2000, 2010).

**Flowing Wells Junior High School,** opened in 1976, serves students in grades seven and eight. An extensive electives program includes art, band, chorus, orchestra, shop, living skills, computer instruction, technology, theater, drama, fit for life, leisure fitness and music rocks. There is a school-wide study skills/learning strategies program, numerous student incentive programs and a student computer lab available for Internet access before and after school. Broad-based academic programs include hands-on science trips, high school level algebra and geometry and Math, Engineering, Science Achievement (MESA). An alternative school/educational programming is available on-site. A wide variety of after-school programming includes athletics, skills for success, clubs and special activities. The junior high is a recipient of funding from the nationally recognized 21st century grant program. The school has many strong partnerships, including a long-standing one with IBM through its EXITE camp (a program that partners students with engineers), community GED classes, a family resource center that serves the entire District and a Communities Putting Partners to Work Prevention Grant. Awards and achievements include North Central Accreditation, Arizona Educational Foundation A+ Award winner (1985, 2002), U.S. Department of Education's National Blue Ribbon Schools Recognition Award (1986), Number One Secondary School in Arizona (1985), Arizona Ambassador for Excellence Teaching Award (1999, 2005, 2010), Arizona Teacher of the Year (2005) Arizona top Ten Teacher of the Year (2010) and National History Day Winners (2009, 2010, 2011).

**Flowing Wells High School**, opened in 1953, serves students in grades nine to twelve. It is a comprehensive high school, offering a full-range of academic programming in all core subject areas. Special programs include agriculture, education professions, family and consumer science (culinary arts, fashion design, merchandising, costume design, interior design), graphic design (intro to graphic design, photography, filmmaking), industrial technology (drafting, auto mechanics), theater technology, science and engineering (engineering math, biotechnology), Junior Reserve Officers Training Corp (JROTC), a nationally recognized, comprehensive fine arts program, and Advanced Placement courses. Students also have access to a variety of centrally offered Joint Technological Education District (JTED) programming, including healthcare fundamentals, nursing services, cosmetology, construction technology, law, public safety and security. Awards and achievements include Arizona Educational Foundation State Recognition A+ Award (1986, 1991, 2004, 2010), Milken Family Foundation National Educator Award (2001), Arizona Ambassador for Excellence Teaching Award (1985, 1992), Arizona Teacher of the Year (1990, 1997, 2002), Arizona School Administrators Distinguished Secondary Principal (2002), U.S. Department of Education's National Blue Ribbon Schools Recognition Award 9(1987, 1991), Number One Secondary School in Arizona (1986), National Drug-Free Recognition Award (1987), Circle K Teacher of the Year (2008, 2009), Rodel Exemplary Teacher (2008), HSAEP Administrator of the Year (2009), Family and Consumer Sciences Education Teacher of the Year (2009), Family and Consumer Sciences Education Administrator of the Year (2009), National Association of Secondary School Principals/Virco National Assistant Principal of the Year (2010), Claes Nobel Educator of Distinction (2010) and Rodel Exemplary Principal Finalist (2011).

**Sentinel Peak High School** is an alternative high school serving students in grades nine to twelve. It provides an on-line curriculum as well as direct instruction in mathematics and English. It offers credit-recovery opportunities and utilizes a modified daily schedule and modified grading periods to better meet the needs of the students it serves. After school tutoring in math, reading and writing is offered. A post-secondary coach is available to help students with post-secondary planning. Students have the opportunity to serve as cadet teachers at partnering schools in the District. The school partners with Our Family Services to assist in accessing services for teen parents.

## Demographic information about the school system's community

In 1881, farmers Frank and Warren Allison named their property on Sentinel Peak (commonly known as "A" Mountain) Flowing Wells because of the abundant water on and around the farm. In 1889, the Rillito School District was formed in the area of the Flowing Wells farm and a one-room schoolhouse was built. In 1928, by an error in documentation, the name Rillito School District was omitted from the Arizona School Directory and the name Flowing Wells School District was inserted. Ever since that fateful event, Flowing Wells has defined a tight community in northwest Tucson. The school district now serves approximately 5750 students in ten schools (one preschool, six elementary schools, one junior high school, one traditional high school and one alternative high school).

The District is located on the northwest side of metropolitan Tucson covering an area of 13 square miles bounded by Ina Road and the Santa Cruz River on the northwest to Grant Road and Fairview Avenue on the southeast. The Flowing Wells District has earned numerous national and state awards, including having eight schools being recognized as A+ Schools by the Arizona Educational Foundation. Flowing Wells has also had seven teachers earn Arizona State Teacher of the Year honors.

### Poverty Information

Recently, the U. S. Department of Housing and Urban Development qualified the Flowing Wells School District attendance zone as part of a Neighborhood Revitalization Strategy Study Area. According to HUD criteria, an area qualifies for a Revitalization Strategy Study if 51% or more of the residents are of low to moderate income and the neighborhoods must be primarily urban. In a recent study conducted by Communities Putting Prevention to Work (CPPW), one of the district zip codes (85705) has the highest number of teen pregnancies in the city and the highest number of domestic violence referrals to the Tucson Police Department in the city (www.healthypima.org). The Census Bureau profile for the School District attendance area further supports a number of risk factors including:

- Families with related children under 19 years with incomes below poverty level: 39.7%
- Per capita income: $15,625
- Unemployment rate: 10%
- Households with children that are single parent: 52%

Since 2007, the district maintenance and operations budget has been reduced by approximately 10% and resources for after-school/summer academic enrichment have been cut significantly for all schools. Examples include elimination of all elementary counselors and a signification reduction in library and physical education instruction. The Census and SMART reports for the 85705 zip code indicate that a high percentage of families do not have the resources to pay tuition for after-school/summer enrichment programs. Recently, a neighborhood YMCA center along with a public pool was closed due to budget cuts. The HUD Revitalization Study identified the following major deficiencies in the area:


- More youth activities needed after-school/summer
- Limited public transportation
- Need free computer access after-school for students/families

Ethnic Composition of Students

52%     Hispanic

41%     Caucasian

3%      African American

2%      Asian

2%      Native American

## Summary of student performance across the system

The state of Arizona utilizes three macro-level assessment models to evaluate student performance at each school that serves grades 3-12. The three systems are Adequate Yearly Progress (AYP) as defined in the federal Elementary and Secondary Education Act, AZ LEARNS that measures schools as Excelling, Highly Performing, Performing Plus, Performing, Underperforming, and Failing and A-F Accountability that measures schools as A, B, C, D, and F. The following chart represents the evaluation results for 2011:

| School | AYP | AZ LEARNS | A-F Accountability |
|---|---|---|---|
| Centennial | Made AYP | Performing Plus | B |
| Homer Davis | Made AYP | Performing Plus | A |
| Walter Douglas | Made AYP | Performing Plus | C |
| Laguna | Made AYP | Performing Plus | B |
| J. Robert Hendricks | Made AYP | Performing Plus | B |
| Robert Richardson | Made AYP | Highly Performing | B |
| Flowing Wells Junior High | Did Not Make AYP | Performing Plus | A |
| Flowing Wells High School | Made AYP | Highly Performing | A |
| Sentinel Peak High School | Did Not Make AYP | Performing | NA |

In addition to the macro-level school evaluations, individual student performance is measured by the Arizona Instrument for Measuring Standards (AIMS). Overall, student results were favorable when evaluating year to year performance and performance against the state student population.    The first level of analysis is to measure the entire District performance against the state performance in each subject and grade.  In reading, the District outperformed the state in grades 3, 7, and 8.  The District closed the achievement gap against the state in grades 4, 5, and 6.  In math, the District outperformed the state in grades 3, 4, 5, 7, 8 and 10.  The District outperformed or equaled the state performance in writing in grades 5, 7 and 10 (The only other tested grade level in writing is 6). The District outperformed the state performance in science in all tested grades (4, 8, and 10).


AIMS achievement data is also reviewed at the school level and measured against the state average.  By combining all tested grades and subjects, the District can develop a percentage score revealing the rate of meeting or exceeding the state performance.  As an example, there are 11 grades/subjects measured in elementary schools and Centennial met or exceeded the state in six areas: 6/11 = 55%.  Using this methodology, the following information summarizes grade/subject percentages of meeting or exceeding the state performance: Centennial 55%, Homer Davis 64%, Walter Douglas 27%; Laguna 45%, J. Robert Hendricks 73%, Robert Richardson 73%, Flowing Wells Junior High 100%, Flowing Wells High School 73%, Sentinel Peak High School 27%.

## Overview of any major trends or issues impacting the school system

The Flowing Wells School District faces a number of future challenges in an effort to achieve our mission and vision. The following have been identified by the Flowing Wells Board and Leadership Team:

1. A declining student population will require a comprehensive plan to recruit new students from outside our District boundaries along with retaining students in our K-12 schools. We must continue to make significant improvements in the following areas in order to keep our enrollments strong:

    a. Infrastructure- There is a strong correlation between student achievement and facilities. Families make school choice on a number of factors including the appearance and condition of the school district buildings and classrooms.
    b. Future Ready Programs- the District needs to anticipate the skills, knowledge, and attitude skill sets needed for students to be successful in the future and create programs to meet those needs.
    c. Innovative Delivery of Instruction- the District needs to continue providing professional development and intensive coaching based on new advances in learning theory and brain research.

2. Reduced funding from national, state and local sources. During the last three years, the Flowing Wells School District budget has been reduced by approximately 11%. The District has made every effort to not reduce educational service and has downsized 107 FTE positions. If future funding trends continue, the District will be forced to make difficult decisions which will have a major impact on the delivery of instruction.

3. Recruiting, developing and retaining highly qualified and highly skilled teachers and staff. The District has experienced a shortage in the pool of candidates qualified to teach a number of subjects including high school math and science. This District has also lost a number of teachers who accepted contracts in other districts as a result of higher salary and benefits paid by these districts.

## Summary of the major strengths and needs of the school system

Since 2003, The Flowing Wells Governing Board has remained steadfast to the following guiding principle - "Is this best for children?" The Board recognizes that this simple yet powerful question must drive all decisions and must be the foundation for strong leadership.

The Flowing Wells Board understands that the key to doing the right thing for the right reason is Boardsmanship. The Flowing Wells Board defines Boardsmanship as the deep trust between five individuals dedicated to academic excellence and a community who recognizes that its schools must be places where all children have opportunity and a sense of hope in their futures. The Flowing Wells community is considered high poverty with a designation as a HUD Revitalization Area. That has helped to forge the mission of the governing board, whose members insist on the highest quality education regardless of the challenges children might experience elsewhere. As five strong, independent thinking leaders, they come together to demand of themselves and others a commitment to developing clear and measurable goals with a mission of preparing students for a successful life after high school. Their commitment is further amplified by the stability of the board philosophy. Of the five members currently serving, Jeretta Douglas has 23 years of service, Jerry Long has 12 years, Jim Love has 10 years, Kevin Daily has 10 years, and Tom Jacobs has six years.

The Flowing Wells School District Governing Board understands its role in school governance. Each individual not only takes the time to be involved in schools in a visible and interactive way, but also, and just as importantly,

recognizes the individual responsibility of board members to prepare for critical decisions through research and an unyielding sense of commitment to the principles that guide the District. Examples of these key board decisions include: Passage of a 2009 $19.9 million bond for construction of new fine arts facilities (dance studio, art rooms and orchestra room), new alternative school and other needed improvements; balancing the 2010 budget without cutting vital programs (full-day kindergarten) or charging fees for services (Flowing Wells is the only district in Tucson which does not charge a fee for extra-curricular activities); establishing a JTED and expanding CTE course offerings; and adoption of new elementary science, social studies and reading standards based curriculums.

The Flowing Wells School District, located in northwest Tucson, enjoys a rich mix of cultural and economic diversity with a population of 5740 students comprised of approximately 62% minority. Over 69% of the student population is on the federal free and reduced lunch program. Board members are sensitive to this population, which they view as positive in terms of a public education system where students have an opportunity to interact on a number of levels with individuals from culturally rich and diverse backgrounds.

The Flowing Wells School District has received numerous awards and recognition including eight schools being recognized as Arizona State A+, with Flowing Wells High School winning A+ in 2010 for the fourth time; four Arizona Teachers of the Year; eight other finalists for the Arizona Teacher of the Year; two Milken Award recipients; a nationally recognized Staff Development Program; 2010 Magna Honorable Mention Award; three ASBA Golden Bell awards; and fourteen consecutive Certificates of Achievement for Excellence in Financial Reporting. Two Board members, Jerry Long and Jim Love have received the All-Arizona board Award and Board President Jeretta Douglas received the ASBA Life Time Achievement Award in 2008. Recently the Board has focused on the following policies and initiatives, which prepare students to be "Future Ready".

## Goals

The primary responsibility to which this board feels the highest commitment is demonstrating progress toward developing and achieving District goals. To that end, the Governing Board holds an annual board retreat where the previous year's District goals are reviewed. Decisions are made regarding the immediate and long-range objectives for all members of the Flowing Wells school community. Moreover decisions are made regarding whether or not previous goals have been met and the extent to which some of those goals may be viewed as ongoing and continuous in nature. Once the annual goals are established, they are then formalized and communicated to the community. Administrators review those goals and are charged with implementing strategies to address each of them at their individual school and work sites. The current 2011-2012 school year goals were listed in the first section of this report.

At the midyear point, goals progress is assessed, and a report is provided to the Governing Board by administration. At the end of the school year, a final report is developed which outlines and details all strategies and activities that have addressed the year's goals, as well as the measurable results of these efforts. This meeting takes place in June of each year, after which the Board reacts to the progress made on each goal and provides feedback to staff for future action. The following sections summarize unique District factors which have been framed by policy initiated by the Flowing Wells School Board.

## 24/7 School House

The 24/7 School House initiative began in 2005 when our Board determined that the District needed to enhance our curriculum delivery program by significantly increasing the time our students were engaged in standards-based learning programs and activities. The Board also recognized a need to make our facilities and services more available to our community. The Board accomplished this goal through a strategic plan which focused on budget resources, grant writing, and partnering with private and non-profit community schools organizations. As a result of the 24/7 School House initiative, the following innovative and high interest extended learning programs were

developed and implemented: Project MAX (Mentoring Academic EXcellence) – an after-school Big Brothers Big Sisters mentoring program; Skills for Success – a daily K-6 after-school/summer program with a focus on literacy, STEM, health and fitness, and homework help; Learn and Serve – an after-school service learning program offered at all elementary schools; High School Tutoring/Test Preparation – a 9-12 after-school homework help and college entrance and AIMS test program; and a comprehensive accredited Junior High/High School Summer School. The 24/7 Community School House program also established tuition-free ESL and GED classes for parents and community members. The Flowing Wells Board's 24/7 School House initiative has produced dramatic results including an average of over 2,000 participating in one or more 24/7 activities daily. In October 2010, our district was awarded a five year, $2.2 million Full-Service Community Schools Grant from the U. S. Department of Education to expand and sustain the 24/7 community school house model. This grant was only one of 11 awarded nationally and Flowing Wells was the only Arizona recipient.

## 100% Initiative

In 2008 at a goal setting retreat, the Board had a long and productive discussion regarding the number of our students who enroll and are successful in their post secondary education. Although the Board was somewhat frustrated because our leadership team could not produce specific data answering these questions, the Board turned that frustration into action by creating a goal to have 100% of our students enroll in a post secondary program and an expectation that we would create a database to track progress. As a result of the Board's vision and work, the district has implemented a wide range of 100% Initiative strategies including a partnership with Pima Community College to provide a full-time onsite college coach. This coach is a counselor on loan from Pima Community College and helps students navigate the college admission process along with providing support to the high school counselors. As a result of the 100% Initiative, the district now tracks specific information regarding our seniors including the number times each student meets with his/her counselor and the specific post secondary program in which each senior enrolls. The Board has also requested that the leadership team follow-up with the entire class of 2010 in a year to gain feedback regarding the effectiveness of the 100% Initiative.

## Raising Student Achievement

Of primary importance to the Flowing Wells Governing Board is the Board's expectation for academic achievement. Each year there is an annual assessment of the standardized test scores. To emphasize the importance of these expectations to all members of the Flowing Wells team, schools are charged with developing activities and curriculum that will result in meeting and exceeding these expectations. This year, after significant district-wide concerted efforts to ensure that the curriculum is aligned with the state standards, 63% of students who took the AIMS in writing passed, 76% of the students passed the reading portion, and there was a 19% increase in the Math results. The Flowing Wells Board has also supported a three-year effort to increase the number of students enrolled in Advanced Placement Courses and the number of students scoring a three or above on the Advanced Placement test. In 2010, 350 Flowing Wells students completed AP courses and took the exam – a 300% increase from 2006. Twenty of these students earned AP Scholar status (score of 3 or higher on 3 or more tests).

# Standard 1. Vision & Purpose

**STANDARD:** The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

**Impact Statement:** A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators RubricGroup:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

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

Evidence Provided:
Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

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

Evidence Provided:
Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

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

Evidence Provided:
District and school improvement planning incorporates vision, mission

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

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

Evidence Provided:
Annual Report

Community-based data

District Improvement Plan

District profile is used during parent/community meetings

District profile is used during staff meetings

Newsletters, articles

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of District profile

### 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services:
*Operational*

Evidence Provided:
District and school improvement planning demonstrates alignment with vision, mission

District Curriculum demonstrates alignment with vision, mission

District Improvement Plan demonstrates alignment of vision, mission with teaching and learning

Extra -curricular activities incorporate vision, mission

Policies on instructional practices demonstrate alignment with vision, mission

Policies on lesson plan development and deployment demonstrate alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

Student report cards demonstrate alignment with vision, mission

### 1.6 Reviews its vision and purpose systematically and revises them when appropriate:
*Operational*

Evidence Provided:
Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

## Focus Questions:

*1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?*

"Setting the Pace for Excellence" is the vision statement for Flowing Wells School District. This vision is grounded in the District's core values of student-centered decision-making, integrity, focus on quality and

balance.   The process to establish and build understanding of and commitment to this vision includes frequent and consistent communication among the Governing Board, the District administration, all school and department staff members, parents, students and the Flowing Wells community.

The Flowing Wells Governing Board annually re-visits the District Vision and Mission to establish annual goals and initiatives.  These goals and initiatives are communicated to school stakeholders through administrative retreats, school retreats, new teacher inductions, staff development, site councils, open houses, parent nights, school cabinets, mentorship of new teachers, staff and administration, and at the District-wide opening assembly each school year.  District goals and initiatives are developed and implemented with assurance of congruency with the Mission and Vision of the District.  Progress on these goals is formally reported and evaluated by the Governing Board twice yearly.

The Flowing Wells Vision and Mission are communicated in a variety of written documents, including: District web site, student planners, Career Ladder handbook, and Vision and Mission posters in all classrooms.  The Flowing Wells Vision and Mission are demonstrated daily in classrooms where teachers, staff, and students exhibit their high expectations for learning and behavior. The District is student-centered and celebrates student excellence. The District sets high expectations for professionalism and celebrates teacher, staff and administrator successes.

District parents are consistently encouraged and empowered to participate in the following: Site Council, Parent Action Committees (PAC), open houses and parent nights. The District supports the community with the Family Resource Center, and parent-community liaisons. The community supports the school district with the consistent passing of bond packages and budget overrides.

### 2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

The District's process for maintaining and using information is multi-faceted.  The superintendent's office publishes an annual report providing important demographic data, budgetary information, goals and accomplishments.  The District's newsletter ( *News, Notes and Quotes*), distributed to the Flowing Wells community, is published four times a year. It provides important information, dates, and events and highlights accomplishments and awards. *Stafformation* is an in-house newsletter distributed via email on a monthly basis. Additionally, each elementary school and the junior high school develops and distributes a monthly newsletter. The District has also maintained a long-standing partnership with a billboard company to recognize students receiving "Building Blocks for Character" awards, teachers selected as the "Teacher of the Year" for each school site and staff members selected as the "Employee of the Month." Each month, a billboard located in the Flowing Wells community is dedicated to recognizing these students, teachers and staff members. Every school regularly and frequently holds celebrations to honor student and staff successes.

The District website is frequently updated with information about the District, specific schools, programs and their performance.  Principals meet twice monthly with the associate superintendent in charge of curriculum and instruction; the focus of every meeting is data-driven decision making to improve teacher effectiveness and increase student achievement.  Additionally, the District's professional development offerings are regularly reviewed and revised to align with student achievement data, teacher feedback, and survey results.  Teachers, staff and administration are evaluated a minimum of once a year.

A comprehensive system exists that allows for multiple opportunities to process student achievement, including the District's benchmark assessment (DAP), which is given three times a year. Analysis of this information and data is ongoing. The Arizona Instrument to Measure Standards (AIMS) is given annually in the spring and compares student knowledge of state standards. Students are assessed consistently in classrooms; the data gained

drives daily instruction. DIBELS and AIMSweb are used in the primary and special education classrooms. Each school in the District has a School Improvement Team that meets regularly. A District-wide school improvement committee, composed of members from each school site, site administrators and the associate superintendent, is tasked with reviewing and analyzing District, state and national data; the resulting information is then used to select and implement research-based strategies to improve student academic performance.

Parents have 24/7 access to student grades through WorldByMe, and participate in school decisions through site councils and various parent committees. Parents provide feedback through climate surveys. Planners and parent compacts also inform parents of expectations.

The district budget promotes membership in sports teams and multiple extra-curricular activities. Wellness grants, corporate partnerships, and after school programming encourage education as not just book learning, but the development of the whole child.

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

Over the past several decades, the District leadership has worked to ensure the vision, purpose, and goals are thoroughly engrained in the culture of the District. Principal meetings, school-wide faculty meetings, faculty grade level meetings, departmental meetings and cabinet level meetings are all focused on "Setting the Pace for Excellence" by consistently working to improve student achievement by making decisions that are student-centered, quality-focused, integrity-based and well-balanced. This is enhanced by frequent and consistent communication among the Governing Board, the District administration, all school and department staff members, parents, students and the Flowing Wells community. The superintendent has focused on three specific qualities to more specifically guide the District's pursuit of excellence. These include: personalized learning, a 24/7 school house, and astounding customer service.

Leadership decisions are based on the District Vision and Mission and include the following: academic support for all students, free K-12 sports programs, a fine arts emphasis, educational trips, before and after school skills classes, and by providing substitutes for faculty and staff to attend staff development workshops. District professional development and beginning of the year retreats and meetings are all tied to the Vision and Mission. New teacher induction includes follow-up and mentoring programs for two years. District school improvement committees include teachers and administrators from all district schools. Faculty, grade level, departmental, and cabinet meetings are focused on improving student achievement. Certified evaluations focus on student achievement and consistent instructional improvement.

Administrative visibility is essential and builds relationships. District administration meets twice a month. Visibility by administration and school board members is seen at staff development, staff meetings, grade level meetings, and before and after school athletics and activities. District administration serves on various community organizations including Rotary Club, Elks Lodge and Optimist Club.

### 4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

The mission of the District is: "To most effectively meet students' needs, we, as members of the Flowing Wells District, are guided by shared Core Values. In the interest of meeting the high expectations of students, parents, and community, we consistently strive for educational excellence." The core values guide our actions. We are *student-centered* – all decisions are based on the question "Is this in the best interest of the students." Best interest is reflected by high academic standards, personal accountability, responsible decision-making, and respect

for self and others. We value *integrity* – we will be fair, ethical and honest in all situations. "We will do what we say, and say what we do." We focus on *quality*. "If it is worth doing, it is worth doing well." We strive for *balance*. We encourage students, families, and employees to strive for balance in their lives. We support and respect each other as we accept responsibility to maintain our commitments to work, family, and community. The mission and core values are closely aligned with the vision of "Setting the Pace for Excellence."

The Flowing Wells Governing Board sets annual goals tied to the vision and mission of the district. The annual district assembly, along with school and site meetings and retreats, review the district vision and goals. An open forum exists at school board meetings. Traditions and expectations are consistent and include essential elements of instruction, task analysis, student planners, student and staff handbooks, K-12 dress code, Festival Under the Stars, homecoming, and sports tournaments. Students and adults are consistently recognized through our Building Blocks of Character Program. Parents are included in PAC meetings and Site Councils.

Staff development is based on needs and trends to promote student achievement and include curriculum days for core subject areas. Administration is consistently visible with frequent "walk-throughs" in classrooms. Teacher evaluation systems promote student achievement. Curriculum is aligned to Arizona State Standards and is revisited through MAPS, balanced literacy, AIMS, curriculum days, grade level meetings, department meetings, and DAP tests. Fine arts collaborates K-12 with District wide band, orchestra, and choral concerts, and band buddy nights. Communication from the Governing Board, superintendents, principals, cabinet members, grade levels and departments chairs is consistent and effective. Volunteering is highly encouraged and fingerprinting is free for volunteers. Volunteers are approved by the Governing Board.

The mission, vision and core values are revisited and reviewed each year by the Governing Board to ensure they remain current and aligned with the District's goals in support of student learning and the effectiveness of the District and its schools.

## Overall Assessment:

**Operational:** The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

# Standard 2. Governance & Leadership

**STANDARD:** The system provides governance and leadership that promote student performance and system effectiveness.

**Impact Statement:** A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators RubricGroup:**

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| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

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

Evidence Provided:
Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

Other: All governing board policies are found at the site level and on the district website.

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

Evidence Provided:
District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

## 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:
*Highly Functional*

Evidence Provided:
District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

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

Evidence Provided:
District staff and governing board members affirm their knowledge of governing board policies and procedures

District staff and governing board members affirm their participation in orientation and training

Policies and procedures for governing board training and orientation

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Other:

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

Evidence Provided:
Documentation of adherence to ethical business practices

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Other: Tranparent budget process

Other: Annual budget available via ADE website

## 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:
*Highly Functional*

Evidence Provided:
District staff are knowledgable about due process and complaint resolution

Documentation of access to legal counsel

Documentation of resolutions of any complaints

Staff and students affirm their involvement in the accreditation process

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

Evidence Provided:
District staff affirm knowledge of district's insurance carrier, policies, and procedures

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

**INDICATORS:** In fulfillment of this standard, the system has leadership that:

## 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness :
*Highly Functional*

Evidence Provided:
Advisory Committee: agenda, minutes

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, mintues, decision points

Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.

Record of student performance data analysis

Staff and students affirm their involvement in the accreditation process

Student database management system

Student performance data are used during district staff meetings

Student performance database for formative assessments

Other: Testing Schedule, Staff Development Brochure, Staff Development Attendance Rosters

## 2.9 Creates and supports collaborative networks of stakeholders to support system programs:
*Highly Functional*

Evidence Provided:
Accreditation team members are representative of staff and students

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Record of Advisory Committees: calendars, membership, minutes

Record of co-curricular organizations and activities: calendars, membership, sponsors

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement on committees

Website provides forum for feedback and dialogue

Other: Board Policies--School-based Management, Parental Involvement, Studetn Government

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

Evidence Provided:
Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Organizational chart reflects allocation of support for student performance targets

Policies demonstrate established student performance targets, measures, and strategies

Other:

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

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies and procedures established for the inclusion of all stakeholers into appropriate district-wide decision making processes

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

## 2.12 Assesses and addresses community expectations and stakeholder satisfaction:
*Operational*

Evidence Provided:
Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

District staff are knowledgeable about the results of a community satisfaction survey

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

Other: Community Resource Guide, Intergenerational Program Guide, Family Resources Center Brochure, and News, Notes and Quotes

## 2.13 Implements an evaluation system that provides for the professional growth of all personnel:
*Highly Functional*

Evidence Provided:
District staff are knowledgeable about access to and participation in a professional growth program

District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Other: Sample Teacher Performance Evaluation

## Focus Questions:

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

Over the past four years Flowing Wells Unified School District (FWUSD) Governing Board has reviewed and updated all policies according to the recommendations and new legislation from the Arizona School Board Association (ASBA). New policies or changes in policy are reviewed and discussed at Governing Board meetings. Minutes from those meetings are included in the monthly *Stafformation*, the District employee newsletter, as notification to employees in the district. All adopted Governing Board Policies are maintained and updated on the District website.

A District practice establishes meetings with employee groups to discuss policies and practices that affect employees to offer additional suggestions. This information is shared with the Governing Board. Changes made through this process are included in the minutes of Governing Board meetings after their approval. Updates to site policy books and the online policies are made at this time.

Governing Board minutes and policies are posted under the "Governing Board" tab on the District website. Policies directly related to staff conduct, ethics, due process, compensation, leave, certification, grievances, accidents, employee assistance program, family medical leave act, harassment, insurance, professional growth, purchasing procedures, resignation, and retirement, evaluation process, transfer and reassignment, conditions of work and 504 information are published in certified and classified handbooks. All employees must sign a receipt of acknowledgement of these policies and procedures annually via the SafeSchools website.

Major changes in policy are addressed annually by the Human Resource Director, Student Services Director and Chief Financial Officer at the beginning of the year faculty meetings.

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

Flowing Wells School District leadership uses a tiered process to evaluate system effectiveness and its impact on student performance. The process begins with data collection and disaggregation. District leadership uses several data sources for review and analysis, including but not limited to: end-of-year summative data sets such as AIMS results, Stanford 10 results, Annual Yearly Progress (AYP), Annual Measurable Achievement Objectives (AMAO), District Benchmark Assessments (DAP), DIBELS, end-of-grade, end-of-course , graduation cohort data, and discipline data. Data is then communicated to staff at the District and site levels. Data sets are analyzed at the District level and at individual sites, with a focus on identifying strengths and areas in need of improvement. Goals, strategies and action steps are then developed to address these areas. Finally, subsequent data sets are monitored for the purpose of tracking progress towards goals and adjusting plans of action if needed. Other data sources are utilized throughout the year in order to monitor effectiveness of systemic decisions and implementation of improvement strategies on student performance. These data sources include benchmark data, lesson plans, walkthroughs, and any other data sources cited in school and District improvement plans in order to follow all new initiatives.

Through these many sources personnel are able to monitor system, school, teacher, and student data to allow for intervention at all levels. When students are in need of a higher level of support, there are processes in place through the development of personal education plans, intervention support programs through the Teacher Assistance Teams and Title One reading labs at each school.

The effectiveness of the system is also analyzed through observations, evaluations, and growth plans. The Principal Evaluation Instrument, the Teacher Evaluation Instrument, and the Support Staff Evaluation Instrument are all performance based models and are in operation at FWUSD.

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

Flowing Wells Unified School District utilizes a committee structure that involves all stakeholders in shared leadership and decision-making through a collaborative approach. Each month the superintendent meets with the Parent Advisory Council (PAC), Superintendent Classified Advisory Forum (SCAF), and Superintendent Teacher Advisory Forum (STAF) to insure stakeholders are informed of pertinent topics related to the District, as well as to discuss topics introduced by committee members and to receive feedback from stakeholder groups. Members of these committees then return to their sites and share information discussed at the meetings. The superintendent also leads biweekly administrative council meetings with the district leadership, including both central office personnel and principals. These meetings address issues from the federal, state, district, and school levels in order to reach the best decisions for the students. The associate superintendent meets with principals on a biweekly basis for the purpose of providing principals a forum to bring input from the schools. The principal meetings also include professional development and discussion of issues from the federal, state, district, and school levels. The principals bring input from the school leadership teams, Parent-Teacher Organizations and student organizations in order to offer multiple perspectives for instructional-decision making. As the need arises, the superintendent or associate superintendent forms committees from stakeholders across the district to address District needs. Committee work focuses on issues such as curriculum mapping, text book adoption, or grade to grade articulation. Various stakeholder committee meetings take place at each site in the District. Each school site has a Parent Teacher Organization (PTO), site council, and student council. In addition, principals and department leaders meet with the entire staff and each individual grade level or department on a monthly basis.

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

Policies and processes promoting equity for learning and support for innovation include efficient budgeting, partnerships with the Reading Seed, grant funding, the establishment of the 2141 Committee, and school improvement committees for each school. FWUSD has an extensive staff development program designed and implemented to train teachers in innovative, researched based practices. Certified staff members participate in a nationally recognized new teacher induction program to promote effective teaching strategies. Examples of course offerings include *Essential Elements of Instruction, Classroom Management, Task Analysis, Strategies to Support Emotional and Behavioral Competence, Balanced Literacy, Practical Strategies for Non-Fiction Reading Comprehension, K-6 Math Strategies: Logic, Reasoning, Problem Solving and Proof, Inquiry-Based Science, Information-Processing Strategies, and Motivating Adolescent Learners.*

Support for innovative practices is found in District initiatives established by the Governing Board. One example of accomplishing this initiative is the establishment of a committee to work with the staff development coordinator to develop a focus and implementation of new course offerings. This committee includes District-level administration, principals and teachers.

Results from the District Assessment Plan (DAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS),

Arizona's Instrument to Measure Standards (AIMS), SAT, ACT , and Advanced Placement (AP) assessments are analyzed as measures of opportunities to learn and equity of access to learning. With these data, systems of support are initiated to address needed refinement. Supports include tutoring at all grade levels during the school day by volunteers through partnerships with Reading Seed and previously, Experience Corps. The 21$^{st}$ Century Grant provides K-12 tutoring before and after school in the core academic areas. At the secondary level students are identified for remediation tutoring and for specific assistance in AIMS remediation.

Flowing Wells Unified School District addresses equal access of information by having computer labs in all schools. Elementary students gain access through grant funded mobile laptop labs. High school students have multiple access points with three computer labs, classrooms with multiple computers, a wireless campus, and six mobile laptop labs for use in career and technical education courses. To address the needs of students during the transition to the high school level, Flowing Wells High School identifies students for a mentoring program; volunteer mentors are recruited from all levels of District staff. Other opportunities for innovation and equity include Skills for Success at the elementary level, intramural sports at the elementary and junior high levels, fine arts programs, physical education curriculum, career and technical education courses, the 100% initiative to increase postsecondary experiences for our students, JROTC, gifted and talented program, AP courses, English Language Development (ELD) courses, independent life skills program, Special Education IEPs, National History Day, and robotics programs at the junior high and high school levels.

## Overall Assessment:

**Operational:** The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the system, and the results are varied.

# Standard 3. Teaching & Learning

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

**Impact Statement:** Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators RubricGroup:**

| | |
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| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

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

Evidence Provided:
Communication of NCLB performance targets

Curriculum pacing guides

District provides guidelines for lesson plan development that include learning objectives

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

District staff/others meetings highlight discussions of student learning expectations

District-wide curriculum committee: review cycle, adoption/approval policies/criteria, membership

District-wide master schedule; hours of instruction

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Policies on grading criteria

Policy on credit requirements for program completion

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks and text selection criteria are aligned to learning goals, curriculum

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

Evidence Provided:
Course syllabi outlining criteria for student involvement

Guidance on lesson plan development show how students are involved in establishing their own learning goals

Samples of student work

Student discussion groups

Student mentoring programs

Students affirm their involvement in their own learning

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

**levels**:
*Operational*

Evidence Provided:
Assessment data

District staff/others can identify research used to align instruction

District staff/others meet to analyze data and align instruction

District staff/others meet to review current research

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Surveys

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

Evidence Provided:
Agendas, minutes of staff/grade level/department/program meetings

District staff/others meet to share best practices

District staff/others meetings regularly include discussions about effective instructional design and delivery

Guidance on lesson plan development

Guidance that promotes a variety of instructional design and delivery strategies

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Student display of project-based learning opportunities

Student portfolios

**3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity**:
*Operational*

Evidence Provided:
Curriculum includes attention to diversity

District staff are knowledgeable about state and national curriculum standards

District staff are representative of the school and community demographics

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

### 3.6 Allocates and protects instructional time to support student learning:
*Highly Functional*

Evidence Provided:
Instructional calendar: days, hours

Master schedule

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

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

Evidence Provided:
Agendas, minutes of staff meetings indicating vertical and horizontal articulation

District staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Transition policies

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

Evidence Provided:
After-school programs

Community-based programs

Counseling programs: curriculum, schedules, staffing

District staff affirm that there are multiple opportunities for students to get support

Online support

Policies for student orientation, interventions, remediation

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

Wrap-around programs

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

Evidence Provided:
Database of student behavioral incidents

District staff affirm that they are involved in promoting positive school climate

District staff/others meetings provide time for discussions about climate

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

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

Evidence Provided:
Agendas and minutes from school board meetings (they have to approve the curriculum changes)

Application to seek new course approval and implementation

Calendar of curriculum committee meetings

District staff affirm that they are involved in the curriculum review and revision process

District staff are knowledgeable about the timeline and process for curriculum review

Local school staff affirm that they are involved in the curriculum review and revision process

Parents/community affirm that they have opportunities to engage in the curriculum review and revision process

Written policies and procedures for composition of curriculum committee and its function

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

Evidence Provided:
Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

Facilities map indicating technology services/lab

Staffing chart demonstrating allocation of appropriate technology staff

## Focus Questions:

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

The Flowing Wells Unified School District delivers programs of study encompassing prekindergarten through twelfth grades based on the instructional guidelines and policies of the Flowing Wells School Board, the Arizona State Standards and the federal mandates of the No Child Left Behind Act. The alignment and articulation of curriculum occurs systemically through the use of curriculum maps and guides; this usage is expected and monitored by classroom teachers, curriculum mentors, site administrators, and central administration. These curriculum maps are available to all instructional staff members in hard copy form or online. District level mathematics and reading specialists are tasked with creating, maintaining, and modifying curriculum maps to ensure their effectiveness in meeting the learning needs of our students in these core content areas. Other content areas are carefully monitored and adjusted as needed by the use of content area specialists at all levels. Finally, curriculum alignment and articulation is strategically orchestrated and monitored at the central administrative level by the associate superintendent, whose responsibilities include curriculum and instruction.

Flowing Wells has a long history of providing high quality professional development opportunities that support continued growth and development for our educators. It begins with all newly hired Flowing Wells teachers and administrators participating in a four day workshop based on the research based Essential Elements of Instruction. This occurs through our teacher induction program, a cornerstone of the Flowing Wells School District Institute for Teacher Renewal and Growth since its inception nearly thirty years ago. Our well planned professional growth framework begins with instructional strategies and classroom management, then progresses through content integration, advanced instructional strategies, curriculum, assessment, data analysis, technology integration, and instructional leadership. It is our belief that developing and supporting masterful teachers is truly one of the most important variables that impact student learning, which is why our award winning professional development program is such an important part of the Flowing Wells culture.

A variety of assessments are used to track, analyze, and drive instruction. Our layered approach to assessment includes a web-based program called Galileo K-12 from the Assessment Technology Incorporation. These mathematics and reading assessments are given three times a year to students in grades second through tenth and are used to track progress and predict performance on the Arizona Instrument to Measure Standards, commonly referred to as the AIMS test. Additionally, we use the criterion referenced DIBELS Next Data System out of the University of Oregon Center on Teaching and Learning to track adequate reading progress for our kindergarten

through third grade students. Additionally, curriculum based assessments are used in the classrooms to track student progress and to adjust instruction and provide remediation when deemed necessary.

### 2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

FWUSD commits itself to providing quality education and establishing the foundation for students to become life-long learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and the community prepares students to become responsible citizens and productive members of the communities in which they live.

All instructional systems are supported by research-based best practices. Administration is continually in search of new and innovative curricula, instructional systems, strategies, and activities to support student growth and achievement. The District strives to provide a rigorous curriculum that is relevant for students, and makes it a priority throughout the system. The system strives to incorporate optimal learning opportunities for all students in the community.

FWUSD supports achievement for all students through the implementation of a variety of measurements throughout the entire district. The system uses the Arizona State Standards for Achievement as one way to measure student growth. Through the use of the standards, formal and informal assessments, benchmark assessments, and indicators, which are implemented and then assessed several times a year, student strengths and weaknesses are identified.

Academic interventions are provided for students who are not meeting the benchmarks established by the District. These interventions include research-based differentiated classroom instruction, balanced approach to reading, support classes in reading, remedial and intervention periods built into school schedules, and assistance for students during teacher planning periods. Students with identified learning disabilities are monitored more closely through the use of AIMSweb. The information from these assessments is used to adjust instruction according to individual student needs.

### 3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

FWUSD has high expectations for student achievement and strategically implements District supports for classroom instruction. Teachers and teaching staff are provided an assortment of research-based professional development opportunities that assist them in their efforts to improve student outcomes. Professional development is consistently reinforced with follow-up coaching, mentoring and observations. School administrators are well versed in the expected outcomes of professional development, so they are able to monitor planning and implementation of these expectations at their schools. The process is monitored through frequent formal and informal observations, walkthroughs, and review of lesson plans and course syllabi, curriculum documents, and assessment results.

The District ensures that all students receive an equitable education that will prepare them for the globalization of rapidly technological world in which they live. The system prepares them for $21^{st}$ Century learning skills by supporting mobile computer labs and designated labs for all students to access at the school building level. Internet accessibility is provided for the students and teachers through the use of wireless technology throughout the District. Email services are used for communication between faculty, staff, parents, and students. Guest speakers from the local community as well as the state-wide region are used to provide information to students.

The District is supportive of professional development in research and evidenced based curriculum. Staff in-

services are held on a regular basis to provide and promote instructional strategies in the classroom. Teachers are encouraged to attend professional development opportunities and to share their knowledge of instructional strategies staff members. Teachers are encouraged to use new and innovative techniques in the classroom to involve all students at their instructional levels.

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

Great strides have been made in the past ten years in terms of the technological capacity at all levels in the Flowing Wells School District. The associate superintendent in charge of technology has executed a strategically designed plan to ensure that students, parents, and staff members are moving into the $21^{st}$ Century with the tools and knowledge needed to successfully navigate the ever changing world of technology. Powerschool, AIMS Web, and WorldByMe are three information systems that contain large data bases of information in a variety of formats that are accessible to all appropriate District personnel and are used for a multitude of instructional purposes. Parents and students are able to access WorldByMe to check grades, email teachers, and track progress in real time at their own convenience. A District website is maintained and provides stakeholders with District policies, procedures, calendars, and other helpful information. Each school is also linked to the District website and provides site specific information which is updated on a regular basis. The highly skilled and efficient District level technology department works tirelessly to service, maintain, and upgrade our systems as needed. Finally, the District realizes the importance of integrating technology throughout the curriculum. Consequently, soft capital funds are allocated for software, hardware, and the maintenance of the infrastructure. E-Rate discounts are utilized to maximize discounts and free up funds to support other instructional resources.

Every school site has a technology lab; Flowing Wells Junior High and Flowing Wells High School have multiple labs. Each school site has at least one full time technology specialist who helps to support the students, teachers, and troubleshoots site level concerns. Oversight of the administration of the web based District Assessment Program (DAP) is another important component of the onsite technology specialist. Finally, a District adopted technology curriculum (Tech Steps) is in place and taught at each of the six elementary schools and the junior high school. Flowing Wells Junior High and Flowing Wells High School have a number of technology based offerings for their students. Most classrooms across the District are now equipped with both a projector and a Smartboard, which are used to enhance and support the delivery of instruction and increase student engagement. Mobile labs are available on most campuses to be used in classrooms as deemed appropriate. Individual technology devices are also employed to support English Language Learners at four elementary schools, Flowing Wells Junior High School and Flowing Wells High School.

## Overall Assessment:

**Highly Functional:** The school system implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the system. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.

# Standard 4. Documenting & Using Results

**STANDARD:** The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

**Impact Statement:** A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators RubricGroup:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

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

Evidence Provided:
All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

Database that records graduation, completion, GPA, placement, retention rates

Dedicated unit/staff for assessment and data reporting

District staff use data to inform policies and practice

Online assessment system

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Record of multiple assessments administered, including program-specific required assessments

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

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

Evidence Provided:
Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Agendas, minutes from staff meetings indicate utilization of data systems

Criteria for evaluation of staff performance include the use of data for instructional planning

Criteria for feedback on performance

Data graphs, charts display student performance expectations

District staff affirm their understanding of how data are used to evaluate their effectiveness

District staff are knowledgeable about how to use student performance data for the purpose of instructional planning

District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation

District staff meet regularly to discuss student work

District staff utilize assessment data for the purpose of instructional and program planning

Examples of student work are prominently displayed

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

Students affirm knowledge about their learning expectations

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

Evidence Provided:
Data from community/business

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Database that records graduation, post-graduate engagement

District staff utilize business and community data to guide program planning

District staff utilize perception data from surveys to guide program planning

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

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

Evidence Provided:
Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

District staff affirm the use of various communication methods to report student performance

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm the use of various communication methods to report student performance

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

Evidence Provided:
Agenda, minutes of meetings in which comparative data were highlighted

District staff affirm their involvement in meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

Reports that outline comparable data analysis - across schools, districts, states, nationally

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

Evidence Provided:
Data reports disaggregate student performance growth

Data reports include behavioral and environmental data

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

District staff can identify reasons why student performance has increased/decreased

District staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

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

Evidence Provided:
District staff affirm their comfort with the level of data accuracy and security

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

## Focus Questions:

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

Flowing Wells Unified School District strives to use a variety of assessment systems as tools to leverage continuous improvement in students' learning and teachers' instructional delivery. This continuous improvement process results from the ongoing analysis of changes in student performance, which occurs in a systematic fashion with varied sources of data.

Student achievement data fall into several categories: state-level assessments, including Arizona's Instrument to Measure Standards (AIMS) in grades 3-8 and 10 and Stanford 10 in grades 2 and 9; district-level assessments, including the District Assessment Plan (DAP) in reading and mathematics, and DIBELS to assess literacy in primary students; and school-level assessments, such as common content-specific mid-term and final examinations at Flowing Wells Junior High School and Flowing Wells High School, common chapter tests, and common science notebook writing assignments at the elementary level. Additionally, specialized tests, such as the Arizona English Language Learner Assessment (AZELLA) and AIMSweb (used for progress monitoring with special education students), provide data for unique sub-groups of students. For District benchmark testing, Flowing Wells has contracted with Assessment Technology Incorporated, a web-based company, to provide formative, computerized testing in reading, math, and science through the on-line Galileo K-12 portal. Teachers and administrators have access to Galileo results and can organize the data in a variety of ways for more targeted analyses. For example, a teacher can look for trends according to sub-groups of students, by specific performance objectives, by specific test items, etc. Teachers also can generate practice test questions targeting specific areas of weakness.

Teachers and administrators follow a systematic process to analyze data from relevant assessment systems. This process includes the steps of making observations about the data and trends therein, making inferences based on these observations, identifying interventions to address areas of student need, implementing these interventions, and analyzing the results and making the necessary adjustments. This process is replicated in a variety of ways, with members of each school's School Improvement Team analyzing school-wide AIMS data, members of grade-level and departmental teams analyzing AIMS and DAP data, and individual teachers collaborating to analyze their own students' achievement data on DAP assessments, final exams, and other common assessments.

### *2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?*

FWUSD is committed to ensuring that assessment results are disseminated to all staff. It is the District's priority to distribute assessment information as timely as possible to families, teachers, instructional facilitators, tutors and principals as to enhance instructional planning.

The District has outlined protocols and procedures which define assessment windows, the reporting of data and the use of data in improving student learning. State-level assessment results (AIMS and Stanford 10) are sent to the students' homes. District-level results (DIBELS and DAP) are available to administration and teachers within days after the assessment is taken. At the school levels, results are shared and discussed with the elementary grade-level chairs and with the junior high and high school department chairs. Department chairs then continue the discussion within departments; principals and their leadership teams will also follow-up with individual

teachers.

Parents and students have access to school-level assessment information through the WorldbyMe web portal, Facebook, Twitter, school newsletters, AIMSweb, FAFSA parent training, parent site council and PTO meetings, parent/teacher conferences, quarterly progress reporting, district data reviews, and school and district report cards.

These varied sources of communication are used by teachers and administrators to aid in the performance of individual students.

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

Flowing Wells' strategic plan is driven by District-wide student achievement data. The alignment to a systemic continuous District improvement model ensures that the District, school and classroom initiatives are aligned with resources and professional development opportunities.

The District Assessment Plan consists of DIBELS reading tests for grades K-3, and Assessment Technology Incorporated's Galileo benchmark assessment for grades 1-12. Data is examined first by analyzing trends that are occurring at each site. The administration narrows the focus to trends that are specific to each grade level and meets with the leadership team to devise and implement individual class and student action plans that address deficiencies.

Flowing Wells provides a variety of staff development workshops that advance the District's commitment to data-driven curriculum and instruction. These workshops focus on how to use data to make educated and effective decisions on how to best prepare our students for success. Workshop topics include: instruction and classroom management; content integration; advanced instructional strategies; curriculum assessment and data analysis; technology tools for instructional delivery; and technology tools to engage students in 21st century skills.

Each school has a School Improvement Team that meets for District meetings monthly. Within the school improvement process, schools are asked to align with the District's strategic plan, solidify school goals and action plans that address meeting the school goals, and allocate resources based on data to support best practice in meeting student performance goals. The District utilizes diverse data sets in evaluating its effectiveness with school improvement efforts centered on the District goals of reading at grade level, math proficiency, graduation rates, parent involvement, and effective and efficient use of technology

### 4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

To effectively analyze student achievement data, teachers and administrators follow a systematic process of making careful observations about the data and trends therein, making inferences based on these observations, identifying interventions to address areas of student need, implementing these interventions, and analyzing the results and making the necessary adjustments. The District embeds this process in many professional development initiatives.

This model is included in the District's Improvement Plan, as well as in the individual School Improvement Plans. Representatives from each school formally meet once a month during the School Improvement Committee Meetings to refine their respective plans; between meetings, these representatives share information with the rest of their faculty and engage them in various steps of the process. Similarly, principals and teacher teams collaborate during grade-level meetings (elementary) and content-area department meetings (secondary) to analyze data from AIMS, benchmark tests, DIBELS, and mid-term and final exams. Additionally, teachers and administrators collaborate to analyze benchmark assessment results during scheduled curriculum days, which

occur one-to-two times per year per department (secondary level), and during benchmark test-focused professional development workshops (which occur three times throughout the year). Benchmark tests tests are administered via ATI/Galileo (a web-based assessment company); teachers are trained in how to access their students' results during the benchmark test workshops, as well as how to look for trends according to sub-groups of students, by specific performance objectives, by specific test items, etc. Teachers also can generate practice test questions targeting specific areas of weakness.

Several content-specific workshops model how to use data to impact teaching and learning. The Six Traits of Writing workshop embeds the data-analysis process in the assessment of student writing; the Inquiry-Based Science workshop embeds the process to assess students' science journals; and the Unpacking the DIBELS workshop focuses on analyzing students' DIBELS results. In each of these workshops, teachers are trained to analyze their own students' work products, to design instructional interventions, and to reflect on the impact of these instructional decisions.

## Overall Assessment:

**Operational:** The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.

# Standard 5. Resource & Support Systems

**STANDARD:** The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Impact Statement:** A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators RubricGroup:**

| | |
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| **Not Evident** | Little or no evidence exists |
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| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** Human Resources. In fulfillment of this standard, the system:

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

Evidence Provided:
Agendas, minutes, decisions for district and school level IEP meetings

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules: District, School, Extra-Curricular; Transportation

Staff Handbooks

Staff schedules and assignments

Student Handbook

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

Evidence Provided:
Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

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

Evidence Provided:
Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

District staff are actively engaged in discussions that have resulted from their professional development experience

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

## 5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable:
*Highly Functional*

Evidence Provided:
Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

**INDICATORS:** Financial Resources. In fulfillment of this standard, the system:

## 5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement:
*Operational*

Evidence Provided:
Annual budget - current, forecasted, fund-equity

Consolidated Application (federal)

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

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

Evidence Provided:
Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

**INDICATORS:** Physical Resources. In fulfillment of this standard, the system:

## 5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment:
*Operational*

Evidence Provided:
All district-wide facilities are properly maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum includes attention to cleanliness and safety

District staff are involved in developing and implementing safety policies

District support staff are knowledgeable about safety policies

District-wide environment is clean and safe

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

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

Evidence Provided:
Crisis intervention committee

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

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

Evidence Provided:
Appropriate district staff affirm their knowledge of the plan for physical asset mainenance and replacement

Physical assets plan: short-term and long-range

Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.

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

Evidence Provided:
District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure

Policies and procedures for maintaining and improving technology infrastructure: hardward and software

Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

Stakeholders are knowledgeable about policies regarding appropriate internet access

**INDICATORS:** Support Systems. In fulfillment of this standard, the system:

**5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students:**
*Operational*

Evidence Provided:
Advisory plan and program

Alternative Education Program

District monitors instruction for special needs inclusion

District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students

District provides guidelines for Response To Intervention program and is demonstrated at classroom level

IEP: committee, minutes, calendar, agenda, sign-in sheets

Individualized Development Plans

Labor agreements demonstrating appropriate special needs staffing

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Policies regarding use of languages other than English for district communication

Professional development calendar and topics

Special Needs Department/Committee

Staff affirm their use of instructional strategies that support special needs inclusion

Staffing of Counseling and Guidance programs

Stakeholder survey data supporting special needs programs

Stakeholders affirm their support for the district's special needs programs

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

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

Evidence Provided:
Career Preparation Department/Committee

Community based programs

Curriculum for Career Preparation

District staff affirm that they receive regular training opportunities to support student behavior

District staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Guidance and Counseling Department/Committee

Job Placement program

Orientation to Career Preparation programs

Staff assigned to career preparation programs

Stakeholders are supportive of community-based programs to support student engagement

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

## Focus Questions:

*1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?*

The District uses a comprehensive approach, aligned with the vision of "Setting the Pace for Excellence," for the recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools. As in all the District's processes, consistent, frequent communication among all stakeholders is a key to its success.

The District employs a variety of recruitment strategies, including participating in strategically selected recruitment fairs, advertising on national, state and local educational job web-sites, newspaper ads, District website, and word of mouth. Hard-to-fill positions are advertised in appropriate trade publications and websites. The District has long-standing partnerships with the University of Arizona College of Education, Northern Arizona University and Pima Community College; many education students are placed in the District for classroom observations, fieldwork and student teaching. Through an immersion program, students in their final semester of coursework may apply for the opportunity to be guaranteed a paid substitute teaching assignment in one of the District schools every Friday. A web-based software program, AppliTrack, allows applicants to apply online; administrators have direct access to applications and can filter by experience, certifications, etc. The extensive interview process includes structured screening interviews using Ventures for Excellence, followed by site interviews including a 10-minute demonstration lesson taught to a committee of stakeholders, then interviews by the director of human resources and the superintendent. Placement is determined by appropriate certification and experience as evidenced in the Highly Qualified Attestation documentation.

All teachers and principals new to the District are required to participate in an extensive, intensive new teacher induction process which includes training in the Essential Elements of Instruction and classroom management. New teachers observe master teachers in demonstration classrooms and are paired with mentors for ongoing support. Staff development and evaluation is ongoing and comprehensive, encouraging self-review along with opportunities for continuing education. Support staff members receive job specific training as needed; they are encouraged to participate in professional development opportunities relevant to their areas of responsibility.

The District's professional development program, called the Institute for Renewal and Growth, is at the very core of the District's vision. As noted in the course guide, "The quality of the individual classroom teacher is one of the most important variables affecting student learning… Excellence in teaching is a journey, not a destination. In Flowing Wells School District, we believe that ongoing professional growth is essential to cultivate this excellence and to maximize student achievement. Master teachers add to their repertoire through deliberate efforts to improve instruction, classroom management, content and curriculum knowledge, assessment, technology integration, and leadership skills." Teachers and support staff are invited, encouraged and sometimes required to participate in workshops relevant to their position.

Continuing teachers are formally evaluated at least once a year; non-continuing teachers are formally evaluated at least twice a year; support staff members are evaluated within their first 90 days of employment and at least annually thereafter. Teachers receive frequent formative feedback through drop-in visits by site administrators and scheduled meetings with mentors and coaches. Support staff members receive frequent feedback regarding their job performance from their immediate supervisors. The focus is always on achieving excellence—excellent customer service, excellent job performance, and excellent student achievement.

Staff retention involves a system of support and incentives that begin with the cultural expectations of the District. The District works diligently to create a culture and environment where all staff members feel valued and encouraged to do and be their best. High administrative visibility throughout the school day and at all co-curricular and extracurricular events is the cultural norm for the District. Successes are celebrated and achievements are publicly honored. Professional growth through college coursework and the pursuit of advanced degrees is rewarded with salary increments. A system of longevity stipends rewards length of service to the District. Additional student activity compensation stipends are available for a wide range of additional

responsibilities, including athletic coaching, academic support, various clubs and fine arts activities.

*2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?*

The District's oversight of budgets and fiscal responsibility supports the vision through its use of data driven decisions and allocation of funding for programs and services. Through the efforts of the chief financial officer, the District has consistently received the Certificate of Achievement for Excellence in Financial Reporting and Meritorious Budget Awards. The budget process is communicated to all stakeholders; it is strategically designed and implemented with a consistent focus on the vision and values of the District. Site-based leadership has budget oversight and decision-making authority. Teacher supply budgets are allocated on a per student basis. Approved bond funds and override funds are used appropriately and responsibly to address the needs of the District. While the District has experienced budget cuts due to the severe economic downturn, there has been a concerted effort to keep the cuts as far from the classroom and student as possible.

The District is committed to providing students with opportunities beyond the regular school day. This is evidenced by the use of Credit for Caring tax donations used to support eligible extra-curricular activities, after school programs in collaboration with Flowing Wells Extension Programs, successful grant proposals funded at the local, state and national level, no charge for student use of musical instruments on an as needed basis, and no fees for athletic participation.

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

**The District complies with all legal mandates and has systems in place to ensure resources are consistently available for all stakeholders (e.g. McKinney-Vento requirements, AZELLA and ILLPs for non-English speaking students, teacher assistance teams, behavior assistance teams, 504 teams, IEP teams, child find, AIMSweb, and adherence procurement policies and practices.)**

Ongoing support systems include all levels of stakeholders and resources (e.g. communication among general education and special education staff members regarding accommodations and modifications, teaching assistants in general education classrooms to support students with special needs, check-in/check-out program for mentoring students at Flowing Wells High School and Flowing Wells Junior High School, remediation classes, Skills for Success programming before and after school, comprehensive preschool programming, alternative education options, career development and planning, partnerships with JTED, the Family Resource Center, and parent-student involvement nights.)

## Overall Assessment:

**Operational:** The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

# Standard 6. Stakeholder Communications & Relationships

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

**Impact Statement:** Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators RubricGroup:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

### 6.1 Fosters collaboration with community stakeholders to support student learning:
*Highly Functional*

Evidence Provided:
Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Policies regarding credit for service learning

Policies regarding suggestions, grievances

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

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

Evidence Provided:
Calendars, agendas, minutes of parent meetings

District Improvement Committee: agendas, minutes, membership

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

Stakeholders affirm they have variety of opportunities to be formally involved in life of district

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

Other: Goals and Initiatives

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

Evidence Provided:
Advisory Committees

Calendar, agendas, minutes, committee membership

District staff affirm that they regularly include community in preparing instructional delivery activities

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

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

Evidence Provided:
Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parent versions of Curriculum Pacing Guides

Parents and students are informed and involved in developing individualized learning plans for students

Parents and students are informed and involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

Other: Mission and Vision Poster

**6.5 Provides information that is meaningful and useful to stakeholders:**
*Operational*

Evidence Provided:
Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

## Focus Questions:

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

Flowing Wells School District is a highly functional organization that values meaningful relationships among all stakeholders. Flowing Wells believes in developing and maintaining strong community, family, business,

educational, and governmental linkages in order to meet the high expectations of students, parents and community it serves.

Board members play an active role in communicating the District's mission and vision through encouraging community stakeholders to take an active role in the District's success. Board meetings are held bi-monthly and center on the recognition of student achievement, community involvement, teacher accolades and the dissemination of pertinent information. All board members take pride in their ties to the community and foster positive relationships and attitudes during open board meetings and participation in District events.

Parents, students, teachers and community members are able to access District information via Flowing Wells website, WorldByMe, parent newsletters, *Stafformation*, and *News, Notes, and Quotes*. The District's website is designed so any member of the community may access information about all district departments and schools. This website is updated on a regular basis; it provides current information relevant to student success. Public forums, such as Facebook and Twitter, are also available to the community to provide daily updates. Students and parents are able to keep up with daily classroom success through WorldByMe and teacher email.

Community partnerships are integral to Flowing Wells School District. The relationships built among the District and the various partners provide unique opportunities to promote student success in the classroom and in the community. Some examples of these valuable partnerships include:

- University of Arizona
- IBM
- JTED
- Northwest Community Church
- The Jewish Federation
- Victory Assembly
- Northwest Fire Department
- Neighboring police departments
- Saguaro Rotary
- Tucson Optimist

The IBM Excite Camp provides mentoring opportunities for excelling female junior high math students in the area of engineering for the last nine years. This opportunity is designed to provide an interactive approach and encourage the students to further their education in the field of math and science. The University of Arizona has a longstanding relationship with the District that focuses on producing high quality education majors through the UCAT, Immersion, and Early Childhood Education programs on site. Joint Technological Education District (JTED) has a classroom on the Flowing Wells High School campus to provide school to work skills and trade certification. These are just a few examples of the symbiotic relationships that provide beneficial growth for all parties involved.

Active Parent Teacher Organizations, site councils, District councils and school improvement teams are vital avenues for parent participation and representation. District stakeholders continue to find new and creative prospects to be responsive to the needs of the community. The District has a functional LEA Parent Advisory Committee (PAC) that serves as a liaison for all parents, stakeholders, and community members in a direct advisory capacity with the superintendent. Monthly meetings are held to address and report topics ranging from student achievement, District wide events, political issues and school improvement.

*2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?*

Flowing Wells School District values open communication and recognizes the importance of involving its stakeholders in order to meet the high expectations as outlined in the District's mission statement, goals and goal driven initiatives. To provide pertinent information to all stakeholders, the District uses various forms of communication methods such as advertising, special programs, digital media, professional development, public forums and district and school level meetings.

Newsletters are published monthly by each school and are accessible to any stakeholder via website or hard copy. The newsletter provides information regarding events, school goals and initiatives, student achievement, teacher recognition and community highlights. At the District level, *Stafformation* is provided to all employees; it highlights important information such as employee achievements, health benefit information, upcoming events and dates, and other information valuable to employees. *New, Notes and Quotes* and news releases are provided to the community to communicate current information about the District.

The District solicits community feedback and provides many opportunities for involvement. Publicly there are District board meetings, JTED board meetings, Parent Advisory Committees (PAC), site council, special events and parent club meetings, open house, site orientation, and Parent Teacher Organization (PTO). Stakeholders have immediate access to District and school level leadership. Scheduled parent conferences are held twice yearly, administrative council meets twice a month, site leadership teams meet monthly and faculty meetings are held regularly.

Digital media has become a primary source of communication with today's stakeholders. The District website enables the community to access a wealth of information spanning from Governing Board policy, employment opportunities, school websites, district information and pathways for communication. WorldByMe offers parents and students updated and current grades and classroom information. Facebook and Twitter sites are frequently updated with accolades and site information. Announcements are given daily at all sites; some sites are using digital streaming technology.

Community collaboration and marketing is a part of the District culture. This is evidenced by involvement in Flowing Wells Community Coalition, Flowing Wells Educational Foundation, Flowing Wells Alumni Association, multiple business linkages, site marquee advertisements, billboards honoring students and employees, cooperation with local media, and special events highlighting student achievement.

## Overall Assessment:

**Operational:** The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.

# Standard 7. Commitment to Continuous Improvement

**STANDARD:** The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Impact Statement:** A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators RubricGroup:**

| | |
|---|---|
| **Not Evident** | Little or no evidence exists |
| **Emerging** | Evidence indicates early or preliminary stages of implementation of practice |
| **Operational** | Evidence indicates practices and procedures are actively implemented |
| **Highly Functional** | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**INDICATORS:** In fulfillment of this standard, the system:

**7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):**
*Highly Functional*

Evidence Provided:
Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in a specific program that supports continuous improvement

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

Stakeholder survey (satisfaction) data

State/Federal Accountability Plan

### 7.2 Engages stakeholders in the processes of continuous improvement:
*Highly Functional*

Evidence Provided:
Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Parent compact

Policies, procedures for district and school improvement committee work

Stakeholder survey data demonstrating stakeholder involvement in district and school improvement

Stakeholders affirm their involvement in continuous improvement process

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

Evidence Provided:
Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

District staff affirm their understanding of the impact of programs that support student learning

District staff demonstrate capacity for providing methodologies to increase student performance

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plans demonstrate alignment with district vision, purpose

Staff, students affirm their understanding of student performance targets

Vision, purpose posted in district-wide facilities

### 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels:
*Highly Functional*

Evidence Provided:
District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

District staff meetings regularly use data to inform their discussions and decisions

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

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

Evidence Provided:
Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

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

Evidence Provided:
Annual Report

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Stakeholders affirm receipt of district communication regarding improvement efforts

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

Evidence Provided:
District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions

District Labor Agreement includes language protecting school improvement planning time

Evaluation of effectiveness of continuous improvement plan and process

Stakeholders affirm knowledge of an evaluation of the district's improvement efforts

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

Evidence Provided:
District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District staff affirm that time is allocated for improvement planning, implementation, and monitoring

Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring

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

Evidence Provided:
District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District expectations and guidelines for all schools and departments to engage in a continuous improvement process

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

## Focus Questions:

### *1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.*

The District has embedded practices for continuous improvement. Examples include the District-based professional development center with: follow-up coaching, student performance data collection, and teacher reflection; school improvement plans based on data analysis and overall student need; vertical articulation of data between grade levels and departments; collaborative approaches for intervention that help to identify and address student achievement gaps; summer school and after school programs to strengthen student learning; and input from parent advisory groups.

Successes can be attributed to quality focused implementation of instruction and intervention from multiple sources that is student centered, i.e., everyone in each of the buildings works together to best meet the needs of our students; various forms of communication are utilized to increase transparency with parents, staff and community; and recognition of students, staff and community members that are "Setting the pace for excellence." Each teacher throughout the District uses the Essential Elements of Instruction and common instructional language.

### 2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

The Flowing Wells School District student improvement goals are identified by examining a wide variety of information and data that provides a clear and balanced picture of each child. (Student Centered)

The staff ensures that each student in the District develops the knowledge and skills to help meet high academic standards and be prepared to contribute in a $21^{st}$ century society. (Vision: Setting the Pace for Excellence)

Data sets include District Assessments, Arizona Instrument to Measure Standards, DIBELS, AIMSweb, formative and summative assessments, pre/post data, informal observations and web-based programs like ATI-online. In addition to the ongoing analysis of this data, classroom teachers, district reading and math specialists, and administration are consistently sharing information and providing different ways to support student learning. Further, teacher coaching has a student performance focus. Discussions and reflections are heavily based on student learning and what the desired outcomes should be. (Quality Focused)

Mid-year checks on ongoing teacher student achievement projects provide an opportunity to review strengths, celebrate successes and address concerns through open dialog. (Integrity)

School based and District level recognitions of students include both academic and citizenship focused celebrations. (e.g. Dragons of Character, Better than Average Mustang, Building Blocks of Character, gold high school diplomas, Math Fact Mastery.) (Balance)

### 3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

FWUSD provides an extensive and nationally recognized professional development program that is open to both certified and classified employees. The Professional Development Center is the epicenter for extensive professional development opportunities. All employees, both classified and certified, are encouraged to engage in professional development at the district's Professional Development Center. The workshops include follow-up coaching, student performance data collection and participant reflections. Professional development available is research based and presented as a menu option with available substitute teacher funding for increased staff accessibility and attendance. Instructors include the district's professional development director, district level specialists, master level teachers in various grade levels and in different content areas, and professional consultants. Site based professional development opportunities are available and are lead by site-based leaders and district level math or reading specialists.

Technical assistance is provided. Reading specialists at the elementary level provide assistance with DIBELS software and other reading based curriculum and assessment technologies. Each school within the district has a technology instructor who helps foster not only technology literacy with students, but also provides technology support at the site level. A district technology team also assists with addressing technology concerns. District level workshops in technology are offered in multiple levels from novice to expert and follow the same level of

accountability as the other professional development opportunities available.

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

District-level School Improvement Meetings include school improvement committee members from each school site. The meetings are led by the associate superintendent and are also attended by each school's administrative team and District level specialists.

Each site level school improvement team as well as District administrators solicit the input of staff and of parent advisory groups to improve student achievement efforts. The School Improvement Plan is communicated through staff meetings, grade level meetings, and leadership meetings at each site. The School Improvement Plan is reviewed, evaluated, and amended as needed by the school improvement team once input is solicited. At the end of each school year, each school site submits a memo detailing achievement toward the goals in the School Improvement Plan and identifying strengths and refinements.

The administrative council meets bi-weekly meetings to discuss and monitor district priorities, processes, policies and procedures and to address concerns as they arise.

Curriculum nights (e.g. Family Reading Nights, Math Nights), PTO meetings, monthly newsletters, board meetings, and school websites help communicate School Improvement efforts to all stakeholders.

The District's website includes school improvement efforts, Mission statement, Vision, WorldByMe (District approved website where grades and attendance for each student are made available to parents), and links to individual teachers at each of the ten schools.

## Overall Assessment:

**Operational:** The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

# QA Methods

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

The primary responsibility to which this board feels the highest commitment is demonstrating progress toward **developing** and **achieving continuous improvement toward district goals**. To that end, the Governing Board holds an annual board retreat where the previous year's District goals are reviewed. Decisions are made regarding the immediate and long-range objectives for all members of the Flowing Wells school community. Moreover decisions are made regarding whether or not previous goals have been met and the extent to which some of those goals may be viewed as ongoing and continuous in nature. Once the annual goals are established, they are then formalized and communicated to the community. Administrators review those goals and are charged with implementing strategies to address each of them at their individual school and work sites. The current 2011-2012 school year goals are as follows:

The District is committed to a safe and protected environment by maintaining campuses that are drug, weapon, and violence-free.

The District will continue to be proactive in developing and implementing strategies that result in students' physical, mental, and emotional well being, including collaboration with federal, state, and community agencies.

The District expects a minimum of one year's academic growth because students can learn and be successful with a high level of accountability.

The District will attract, hire, and retain the best-qualified staff reflective of our community, and provide opportunities for professional growth and development.

The District will make and communicate appropriate and responsible budgetary decisions.

The District will develop and maintain strong community, family, business, educational, and governmental linkages.

The District values diversity and will be inclusive in its practices and procedures.

The District will prepare our students and staff to utilize technology as a tool for the 21$^{st}$ century.

The District is committed to support fitness and sports, fine arts, after-school programs, and student organizations.

which benefit our students and community.

At the midyear point, goals progress is assessed, and a report is provided to the Governing Board by the administration. At the end of the school year, a final report is developed which outlines and details all strategies and activities that have addressed the year's goals, as well as the measurable results of these efforts. This meeting takes place in June of each year, after which the Board reacts to the progress made on each goal and provides feedback to staff for future action. The Board also numerically scores the progress of each goal on a scale from 1 (no progress) to 10 (excellent progress) and this score determines the Superintendent's level of performance pay.

In addition to mid-year and end of year reports, the Board is provided with periodic study sessions on topics designated by the Board.

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

The District has implemented a comprehensive plan for facilitating communication regarding the continuous improvement plan with all stakeholders. Key components to this plan include:

School Improvement Committees (SIC)- The Associate Superintendent meets regularly with each SIC to review data and discuss progress towards SIC objectives.

Superintendent Teacher Advisory Forum (STAF)- The Superintendent meets monthly with teacher representatives from each school to provide updates on District initiatives and share District-wide data correlated to the strategic plan. Teacher representatives are also provided an opportunity to share and discuss unique programs and ask questions regarding district policy and procedures.

Parent Advisory Committee (PAC)- The Superintendent meets monthly with a parent representative from each school with the purpose of sharing data and information relative to the District strategic plan. This meeting also provides the Superintendent with an opportunity to gather feedback regarding various District initiatives and programs.

Professional Development Program- The District supports professional development workshops which focus on data driven instruction. Examples include: Applied DAP, Unpacking DIBELS, Content Specific Curriculum Days, and Career Ladder Content Area Project.

District Technology Committee- The District Technology Department meets weekly to discuss issues related to technology utilization and support. The District Technology Committee meets each semester to address the District technology needs and plan.

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

In 2010-2011, the District initiated a parent, student, staff and teacher Academic Optimism/Climate Survey which provided perception data in the following area related to AdvancED standards: collective sense of self efficacy, faculty trust in parents, academic emphasis, supportive principal behavior, supportive principal behavior, directive principal behavior, collegial teacher behavior, committed teacher behavior, morale, teacher efficacy, parent trust, climate, and healthy environment, communication and services offered. The data collected from these surveys were utilized to inform and improve the educational services provided by the district utilizing the following strategies:

Results were shared and discussed with each principal and included in the principal's end of year evaluation.

Results were shared and discussed with faculty and staff at beginning of year meetings.

Results were shared with the Board and considered in the 2011-2012 goal setting data set.

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

The District's continuous improvement strategic plan requires ongoing collection of qualitative and qualitative data correlated to the District goals. This data includes student achievement data (ex. DIBELS, AIMS, DAP, ACT, SAT, AP tests), safety (ex. discipline referrals), student well-being (ex. after-school tutoring), and business linkages (ex. scholarships). This data is collected, organized and presented to the Board at mid-year and end of year study sessions.

# Conclusion

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

## Focus Questions

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

The Flowing Wells District continues to focus on high quality teaching as the foundation to building and sustaining a culture of excellence. We understand and value the research correlating student achievement with variables the District can control and influence like teacher professional development and coaching, innovative and intuitive principal leadership, parent engagement, and clean, technology-rich learning environments. Our mission targets preparing students for a successful life after high school by strategically allocating resources in areas which generate the strongest results. The Flowing Wells District has resisted a trend to invest in programs and curriculums which may show short term gains in other districts yet have not generated long term research supported student benefits. The District also supports a variety of activities and programs which traditionally have been considered extra-curricular. The Flowing Wells School Board has taken a "24/7 school house" approach to education and considers all extended school day and school year services critical to achieving the District mission and vision.

*Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?*

The District unique factors which have been developed and continue to be improved include:

- Comprehensive research-based professional development program with follow-up coaching
- Intensive new teacher mentoring program
- District-wide curriculum alignment
- 24/7 school house programs
- Student data management system which is transparent and focuses on providing teachers with timely non-judgmental feedback
- Policy Governance School Board Decision Making Model
- Wide range of programs focused on the 100% Initiative
- Collaborative culture that is parent and business partner friendly

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

This District has identified the following challenges as we strive adapt our services to meet the needs of our students, parents and community:

- Increasing enrollment and meeting the diverse needs of a changing demographic
- Providing cutting edge technology which improves and enhances the teaching and learning process
- Implementing the Arizona State adopted common core standards
- Identifying and addressing gaps in our preparation of students to be successful in post secondary

education
* **Recruiting, selecting, developing and retaining highly skilled teachers and staff**

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

The AdvancED QAR process will provide the District with the necessary qualitative and quantitative data sets to inform the District CSI (Continuous Sustained Improvement) plan. This includes the following components:

• Bi-yearly School Board goal progress review-The Flowing Wells School Board will review the QAR self-assessment along with the QAR team report and include this data in their discussion and rating of the attainment of the goals. This formal review is critical to the District strategic plan and is the foundation for the evaluation of the District superintendent.
• Annual School Board Goal and Initiative setting- The Flowing Wells School Board will review the QAR self-assessment along with the QAR team report in its yearly study session to revise and establish goals for the year.
• Annual Administrative Strategic Planning Meeting- The Flowing Wells Administrative Council (principals, assistant principals, directors and central office) will review the QAR self assessment along with the QAR team report in its two-day strategic planning workshop held in June.
• School Improvement Teams- Each school improvement team will review and analyze the SAR self-assessment along with the QAR team report in developing their individual school academic achievement improvement goals.

# Standards Assessment Report Summary

| Standards & Indicators | Not Evident | Emerging | Operational | Highly Functional |
|---|:---:|:---:|:---:|:---:|
| **1. Vision & Purpose** | | | | |
| 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders | | | ✓ | |
| 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support | | | ✓ | |
| 1.3 Identifies system-wide goals and measures to advance the vision | | | ✓ | |
| 1.4 Develops and continuously maintains a profile of the system, its students, and the community | | | ✓ | |
| 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services | | | ✓ | |
| 1.6 Reviews its vision and purpose systematically and revises them when appropriate | | | ✓ | |
| **2. Governance & Leadership** | | | | |
| 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system | | | ✓ | |
| 2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system | | | ✓ | |
| 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations | | | | ✓ |
| 2.4 Implements policies and procedures that provide for the orientation and training of the governing board | | | ✓ | |
| 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources | | | | ✓ |
| 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations | | | | ✓ |
| 2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations | | | | ✓ |
| 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness | | | | ✓ |
| 2.9 Creates and supports collaborative networks of stakeholders to support system programs | | | | ✓ |
| 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals | | | | ✓ |
| 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership | | | | ✓ |
| 2.12 Assesses and addresses community expectations and stakeholder satisfaction | | | ✓ | |
| 2.13 Implements an evaluation system that provides for the professional growth of all personnel | | | | ✓ |
| **3. Teaching & Learning** | | | | |
| 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills | | | ✓ | |
| 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning | | | ✓ | |
| 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels | | | ✓ | |
| 3.4 Supports instruction that is research-based and reflective of best practice | | | | ✓ |
| 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity | | | ✓ | |
| 3.6 Allocates and protects instructional time to support student learning | | | | ✓ |
| 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment | | | ✓ | |
| 3.8 Supports the implementation of interventions to help students meet expectations for student learning | | | ✓ | |
| 3.9 Maintains a system-wide climate that supports student learning | | | ✓ | |
| 3.10 Ensures that curriculum is reviewed and revised at regular intervals | | | ✓ | |
| 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction | | | ✓ | |
| **4. Documenting & Using Results** | | | | |
| 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free | | | ✓ | |
| 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of | | | | |

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| teaching and learning | | | ✓ | |
| 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance | | | ✓ | |
| 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders | | | | ✓ |
| 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness | | | ✓ | |
| 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence | | | ✓ | |
| 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations | | | | ✓ |
| **5. Resource & Support Systems** | | | | |
| 5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities | | | ✓ | |
| 5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience) | | | ✓ | |
| 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff | | | ✓ | |
| 5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable | | | | ✓ |
| 5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement | | | ✓ | |
| 5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures | | | | ✓ |
| 5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment | | | ✓ | |
| 5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders | | | ✓ | |
| 5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment | | | ✓ | |
| 5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals | | | | ✓ |
| 5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students | | | ✓ | |
| 5.12 Provides student support services coordinated with the school, home, and community | | | ✓ | |
| **6. Stakeholder Communications & Relationships** | | | | |
| 6.1 Fosters collaboration with community stakeholders to support student learning | | | | ✓ |
| 6.2 Uses system-wide strategies to listen to and communicate with stakeholders | | | | ✓ |
| 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system | | | ✓ | |
| 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders | | | | ✓ |
| 6.5 Provides information that is meaningful and useful to stakeholders | | | ✓ | |
| **7. Commitment to Continuous Improvement** | | | | |
| 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results) | | | | ✓ |
| 7.2 Engages stakeholders in the processes of continuous improvement | | | | ✓ |
| 7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning | | | | ✓ |
| 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels | | | | ✓ |
| 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals | | | | ✓ |
| 7.6 Monitors and communicates the results of improvement efforts to stakeholders | | | ✓ | |
| 7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement | | | ✓ | |
| 7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide | | | | ✓ |
| 7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts | | | | ✓ |