



Self Assessment

Weston County School District #7

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Introduction

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

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.25

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Copy of strategic plan referencing the district purpose and direction and its effectiveness 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Examples of schools' continuous improvement plans •Statements of shared values and beliefs about teaching and learning •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements or documents about ethical and professional practices 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Most leaders throughout the system implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student, school, and system performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the system's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and conditions that support student learning is available.	<ul style="list-style-type: none"> •The district data profile •Agenda, minutes from continuous improvement planning meetings 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The district has done a great job with each individual building developing a building level mission and vision, action plans (including building specific goals), etc. Building leaders have helped guide their teams through numerous meetings, work sessions to develop clear building level plans and train staff on using data to inform decisions.

As we have reviewed the system level work, it is evident that we need to come together and move forward as a district with a comprehensive strategic planning framework. This will allow the district, under new leadership and with the support of the Board of Trustees, to work with stakeholders to develop the system's mission and vision, beliefs, and direction that can influence and support building needs. The district has produced some website and newspaper information that has been shared with stakeholders, has results of district stakeholder surveys, and has put together a set of district goals based on that feedback and the current mission and vision. The district report card (available on the district's website for patrons) is being updated with 2011-2012 data. During the transition, it has been critical to get school up and going, work on establishing connections with stakeholders, determine needs of the district, etc. Our goal is to take the feedback from the external

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review and move forward with a comprehensive system approach.

The district has provided a number of professional development opportunities for its teachers over the past several years, which has contributed to our improvement in student achievement. The district is utilizing the McREL teacher and principal evaluation tool (2nd year) to provide clear expectations and support for staff.

Governance and Leadership

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

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Professional development plans •Student handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Governing authority minutes relating to training •Proof of legal counsel •Governing authority policies on roles and responsibilities, conflict of interest 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body usually maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •District strategic plan •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Agendas and minutes of meetings •Communications regarding governing authority actions 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of decisions in support of the schools' continuous improvement plans •Examples of collaboration and shared leadership •Examples of improvement efforts and innovations in the educational programs •Professional development offerings and plans 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.	<ul style="list-style-type: none"> •Copies of surveys or screen shots from online surveys •Survey responses •Examples of stakeholder input or feedback resulting in district action 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none"> •McREL Tool 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The district has a fairly comprehensive set of policies to support the direction and leadership of the school. The current Board of Trustees has worked hard to oversee and support the district's operations. One goal of the system administration is to continue to build and support the leadership of the Board of Trustees. That being said, the goal of the district leadership is to keep a regular schedule of the review of the policies and develop new policies when necessary. In addition, we will be hosting board professional development and a retreat to review the results of the district accreditation report. As stated in Standard 1, the goal of the system is to utilize the feedback of the external review to recommit and refocus the district to move forward to build a stronger system plan while supporting the good work of the individual buildings. We will take the results of the stakeholder feedback from last spring and capitalize on the strengths and address the areas for concern. We will implement a more comprehensive, consistent approach to collecting feedback from all stakeholders.

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 2.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Course or program descriptions •Graduate follow-up surveys •Learning expectations for different courses and programs •Student work across courses or programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Lesson plans •Enrollment patterns for various courses and programs •Course, program, or school schedules •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Common assessments •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Student work demonstrating the application of knowledge •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Agendas and minutes of collaborative learning committees •Evidence of informal conversations that reflect collaboration about student learning 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	•Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in their children's education are available. System and school personnel provide information about children's learning.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Master schedule with time for formalized structure •Description of formalized structures for adults to advocate on behalf of students	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Policies, processes, and procedures on grading and reporting	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the system's purpose and direction. Professional development is based on needs of the system. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). System and school personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Data used to identify unique learning needs of students •Training and professional learning related to research on unique characteristics of learning •List of learning support services and student population served by such services •Schedules, lesson plans, or example student learning plans showing the implementation of learning support services	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Teaching and learning is the heart of our system and is the focus of our primary district improvement goal of raising student achievement. Over the past few years, the district has focused on these elements and continues to improve upon every aspect of Standard 3. In the past several years, the district has led some alignment of curriculum and curricular materials to state standards. With the state's adoption and work with the Common Core State Standards, it is crucial for us to revisit core and non-core curriculums in a deliberate cycle to address needs and concerns. Teachers have worked together through Professional Learning Communities in the past several years to align themselves to some degree; however, it will be the goal of the district to build more collaborative vertical teams and to develop clear and concise viable curriculum guides.

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Teachers and administrators have begun training and development of solid classroom assessments to inform instruction. As we review our data, we have noted some areas of concern that tie back to the previously used curriculum and assessment development process. We have below state average ACT scores in all areas and below acceptable ranges of college preparedness as indicated on the ACT assessment results. Also, we are monitoring our elementary and middle school curriculum to ensure preparedness for the measurement of rigorous student skill and knowledge expectations.

Within the classrooms, teachers work tirelessly to ensure they are supporting the children in their classrooms. They utilize multiple approaches to meet needs, and we have recently implemented a full time Instructional Facilitator to continue to support teachers' initiatives. Along with the support teachers get in the classroom with the instructional facilitator, the building principals and director are ever present in the classrooms, monitoring instruction, addressing professional development needs, and assisting teachers on personal professional goals to improve instruction.

The district has been developing a pyramid of intervention to address reading and math deficits. The secondary programs will continue to develop high quality interventions for mathematics as part of their building improvement plan.

New teachers in WCSD #7 have initial support and guidance from district and building leaders and we team new staff up with mentors throughout the year while providing follow-up by leadership. With that said, new teacher induction is an area we can continue to address more effectively.

As noted in our district improvement plan, parental and community engagement is a district goal we have set for this fall/spring to help us reach our district's mission and vision. Building principals have worked to provide opportunities for involvement, and we have several communication avenues to keep people informed. We have recently started a superintendent's column in the local newspaper, have implemented opportunities for the district officials to work and collaborate with the community, and have continued to develop our district website. Our focus is to provide transparency and engagement for stakeholders.

As is expected in this district, the building principals have looked to address the learning needs of all students. Various schedules for students and teachers have been adopted to address intervention and class size while managing our small district size. This is an area that we will continue to review.

Effective classroom grading practices have begun to surface as an outgrowth of the work of the professional learning communities work, and we will ensure the area of grading and reporting is the next step in our tightening up of curriculum, instruction, and assessment. Teachers maintain individual grading and reporting criteria, and we have noted the staff's readiness to continue the conversation of revision to that model.

Our staff has taken advantage of opportunities to gain subject specific and initiative specific professional development. The professional conversations and growth through the PLC has been developing and will continue to strengthen our ranks.

Students with specific learning needs and disabilities have personalized support with classroom teachers, resource teachers, and instructional para-educators. We believe that all of our students can meet our expectations. Our next focus group will be the gifted and talented students in the district.

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 2.25

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •School budgets or financial plans for last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools •Documentation of highly qualified staff •District budgets or financial plans for the last three years 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •Examples of school schedules •Examples of efforts of school leaders to secure necessary material and fiscal resources •Examples of school calendars 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected system and school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Survey results •Policies, handbooks on district and school facilities and learning environments 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system may or may not have policies related to strategic resource management. The system may or may not have a long-range strategic planning process. Strategic plans, if they exist, may or may not be implemented by the governing body and system leaders.		Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •Policies relative to technology use at the district-level and school-level 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •List of support services available to students 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•Description of referral process•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

WCSD #7 has a tradition of long-standing teaching staff in the district. We have low turnover and we have planned for approaches and policies to maintain a highly-effective instructional and leadership staff.

The district has maintained an adequate budget to achieve our current expectations. The district will be implementing a new program budgeting model for the 2013-2014 budget in order to prioritize and account for expectations and effectiveness.

We have late starts for collaborative work, and we set aside monthly professional development days to be used for district and building initiatives.

The facilities of WCSD #7 are outstanding and a source of pride for all stakeholders. These facilities provide us with the capacity to do the work we intend to do. One area that we will be focusing on this year, that was brought to light during the recent wildfires, is the district's safety and crisis plan. We have begun work training with the Red Cross and with city officials on a comprehensive plan.

As for a comprehensive strategic planning process as a district, we are lagging behind our building level work. This is an example of the tail wagging the dog, so to speak. A strong recommendation would be to take the external report from AdvancED and use it as a baseline from which to move the district forward. With new district leadership, the superintendent and Board of Trustees intend to enter into a strategic planning model later in the fall to commit fully to district/system continuous improvement. This will allow the system to build off of the excellent work that has begun at the building levels.

In addition to the new program budgeting model, the district will engage in program evaluation. This process allows the district to address and celebrate specific successes and areas for consideration.

Our district has provided a number of technology resources for staff and students to be competitive in this global society. We support and subscribe to numerous media and web-based subscriptions utilized by stakeholders. As we continue to review our technology needs with stakeholders and with our curriculum and instruction alignment, we will continue to review the tools available to students and staff as well as expected curriculum goals to keep students competitive.

We have exceptional programming for our most at risk students and will continue to develop programming for our advanced learnings and

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students who need different learning environments. In addition, we have provided career and future planning for students and will continue to pursue options to capitalize on the opportunities provided in career and technical education and college and career readiness. Our district provides PT, OT, Speech/Language, Behavioral, Emotional, and Learning supports. For a district of our size, we have a large number of identified students and have worked diligently to support those students to meet the district's expectations.

Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel use an assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system performance. The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions. Some assessments are proven reliable and bias free. The assessment system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Evidence that assessments are reliable and bias free •Documentation or description of evaluation tools/protocols 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Written protocols and procedures for data collection and analysis 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Examples of use of results to evaluate continuous improvement action plans •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of meetings regarding achievement of student learning goals •Executive summaries of student learning reports to stakeholder groups •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The district's assessment system utilizes classroom, district, state, and national assessment instruments. Staff utilize classroom based diagnostic and formative assessments in the elementary, using DIBELS, running records, teacher and publisher developed assessments. At the MS level, staff use classroom assessments, MAP testing, and other publisher developed tests to formatively assess students, and the HS uses teacher developed and MAP assessments for this purpose. The staff also reviews assessments in a summative nature, such as PAWS, year-end MAP, Body of Evidence assessments in all 9 areas in HS, and the Explore, PLAN, ACT, and Compass Suite of assessments.

As the district considers the future of its assessment system and the local components, we will review with and train our staff on assessment literacy and will review the aligned curriculum to ensure assessment alignment.

Staff at all levels have been utilizing data to make instructional decisions from a variety of assessments. Teachers have developed visual representations of the data and have maintained a plan for reviewing the data regularly. The district leadership tracks both program and

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cohort data district-wide and reviews data with other leadership. Building leaders collaborate with teacher leaders to bring data to teachers and support staff.

We are currently utilizing the McREL Teacher and Principal Evaluation systems. The district provides training and support with the system and with feedback that is given to the leaders and teachers. This is an area that we will continue to work to develop and implement the most effective feedback venue to improve teaching and learning.

An additional goal set forth this school year is to engage in an effective communication model to market the excellent work we are doing and to engage stakeholders in our continuous improvement process. We will continue to develop the district's website and will review other communication tools to keep all parties involved.

Report Summary

Scores By Section

