

**Report of the
Quality Assurance Review Team
for
Robinson Barracks Elementary/Middle
School**

Shirley A. Sheck, Principal

Review Dates: 02/14/2008 - 02/15/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the 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) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

1) Meet the AdvancED Standards for Quality Schools. Schools demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.

2) Engage in continuous improvement. Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

3) Demonstrate quality assurance through internal and external review. Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external quality assurance review team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and recommendations to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's recommendations. The school acts on the team's recommendations and submits a progress report two years following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and recommendations to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the quality assurance review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Quality Assurance Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Quality Assurance Review team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and recommendations for improvement.

Using the Report - Acting on the Recommendations. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the recommendations identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the recommendations. Two years following the Quality Assurance Review team visit, the school must submit a progress report detailing the actions and progress the school has made on the team's recommendations. The report is reviewed at the state and national level to ensure the school is addressing the recommendations.

Accreditation Recommendation. The Quality Assurance Review team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Robinson Barracks Elementary/Middle School in APO, AE (U.S. Military) on 02/14/2008 - 02/15/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 2 members of the administrative team, 46 students, 9 parents, and 28 teachers. In addition, team members of 11 Support Staff and 1 Representative Military Command were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The faculty, under strong and committed leadership, has come together to transition successfully from a small elementary to an expanding K-8 campus.**

The team heard from parents and students that this was a collaborative and cohesive effort.

The effort provides positive morale and conducive working relations.

- **The school has committed to communicating about the effectiveness of selected interventions based on continued assessments and to actively exploring and discussing options for more effective, meaningful research-based interventions.**

Minutes of meetings and interviews with teachers revealed that staff is open to improving the process and willing to make changes as needed.

This provides ownership of the CSP goals and provides a commitment to continuous improvement for student learning.

- **There is a school-wide knowledge of the CSP goals and interventions that are embedded into the culture.**

This is evidenced by the number of student-made bulletin boards, songs, and artifacts and through interviews with stakeholders.

This demonstrates commitment and ownership of CSP throughout the campus

- **The campus has attained high student academic performance.**

This is evidenced by TerraNova scores averaging at the 71st percentile for the past three years.

Test scores are an accepted measure of student performance.

Recommendations

In addition to the commendations, the Quality Assurance Review team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Two years following this review, the school will be asked to submit a progress report on these recommendations.

- **Personalize the communication system to welcome and focus on stakeholders new to the school.**

Through interviews with parents and teachers, the team found that more outreach is desired, especially during this time of high growth.

This will help to create a sense of community.

- **Maximize student learning by demonstrating high expectations, enriching the curriculum for rigor and relevance, and optimizing classroom environments to make learning motivating and challenging.**

Parents and students reported that students were not challenged to the level necessary to maintain their interest and engagement in learning.

This would promote student involvement and positively affect student behavior.

- **Improve the validity and reliability of local assessments. These criteria should be evaluated for each test and across grade levels.**

Based on teacher interviews and classroom observations, the team found that there has been more emphasis on developing the interventions than evaluating the local assessments.

By improving the constructs of the assessments, results will be more accurate and useful.

- **Implement a school-wide discipline management plan/program that identifies expectations and consequences for student behavior. These should be printed, placed in the student agenda, and posted throughout the school. Ensure that all staff adhere to these procedures.**

Teachers and students indicated in interviews that disciplinary consequences are not consistently and fairly enforced.

As the student population increases, this will negatively impact student achievement if not addressed.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Two years following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI logo is available through the NCA CASI website for schools to post on their website and in school communications. Flags, door decals, diploma seals, and more can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Standards for Accreditation

The primary requirement for accreditation is that the Robinson Barracks Elementary/Middle School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1. Vision and Purpose

Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Faculty members met multiple times to collaboratively develop the mission statement. Input from students was solicited, and their ideas were included as well. In developing the school profile, teams were established. Each team was given a section of the profile that they researched and submitted in report form to the CSP (Continuous School Improvement) co-chairs who wrote a final profile that was then reviewed by the staff. The goals of problem solving and writing mechanics were decided upon based on TerraNova test scores and local assessments.

The leadership ensures the school's purpose and goals guide the teaching and learning process through ongoing reminders, resources, and support provided to all staff members. Examples of this are staff development in-services, graduate courses, literacy coach assistance, and various other CSP/staff meetings. Interventions are listed on a calendar so that all students are aware of the goal interventions on a weekly basis. In interviews teachers indicated a shared vision for students although this has not been formally written or articulated.

Strengths - The team noted the following successful practices deserving of recognition:

- The facility is outstanding, clean and well maintained, and conducive to a safe, respectful, and positive learning environment.
- Students say that learning is important and understand that they need this year's information to be prepared for next year's expectations.
- Goals are established and known by students as are the interventions of DOL and Problem Solver.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Write a clear vision statement that relates to the mission statement and school goals.

Finding: Robinson Barracks Elementary/Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 2. Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

School governance is primarily a responsibility of the Department of Defense Education Agency (DoDEA) with some procedures and policies prescribed and set by local decisions.

Shared decision-making and leadership are demonstrated by participation in the School Advisory Committee (SACS), Installation Advisory Committee (IAC), School Improvement Leadership Team (SILT) and disciplinary committees. The Parent Teacher Student Association (PTSA) provides an avenue for parent and student involvement as partners with administrators and teachers. The PTSA is generous with financial and volunteer support as evidenced by the hosting of extra-curricular functions for students and monthly luncheons for staff.

Local leadership works closely with Department of Defense administrators to ensure operational effectiveness and open lines of communication. Educators use GradeSpeed email distribution lists, weekly parent bulletins, conferences, and progress reports to inform stakeholders of policies and procedures. The leadership provides a variety of trainings to enable the faculty easy access to new methods of teaching and other innovative techniques. Good community relations are sponsored with the monthly "Parent Coffee" and an open door policy for parent and community visitors.

Strengths - The team noted the following successful practices deserving of recognition:

- The team heard from multiple sources that the school leadership is respected, supportive, involved, and highly visible throughout the school. Together they attend many of the regularly scheduled meetings including CSC/IEP, SAC, PTSA, Student Council, and SST.
- Teachers indicated they feel trusted to explore and implement innovative teaching practices.
- The school leadership and teachers have worked together over the past two years for a successful transition to a combined elementary/middle school.
- Components of the middle school model have been implemented including block scheduling, advisor/advisee meetings, and regularly scheduled and documented team meetings within most grade levels.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Implement a school-wide discipline plan that identifies specific expectations and consequences for student behavior. These should be posted throughout the school and printed in a handbook for parents and students.
- Ensure that student behavior and codes of conduct are consistently and fairly enforced.
- Encourage all middle school teachers to share (at each other's team meeting) procedures and routines such as minute taking and student led conferences to reduce inequities in team strength and communication.

Finding: Robinson Barracks Elementary/Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 3. Teaching and Learning

Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Despite the growth and restructuring that the school has undergone and the unique challenges that lie ahead as it adapts to the changing needs of the community it serves, the faculty and staff are committed to the continuous school improvement process and to providing a positive and nurturing learning environment for all students.

Teachers collaborate regularly and on many levels (i.e., in-services, team and subject area meetings faculty meetings, safety and technology meetings) and participate in trainings on such topics as standards-based assessment and differentiated instruction to ensure the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels. Knowledge of the continuous school improvement goals and interventions are school-wide and embedded into the school culture.

The Problem Solver and Daily Oral Language (DOL) interventions adopted to target the problem-solving and writing goals are implemented within the advisory program at the middle school. Teachers expressed the desire and willingness to further embed interventions into their content areas and work on making the interventions more relevant to students' lives.

Each classroom is equipped with at least two student computers. Elementary students have a weekly scheduled time in the information center with the information specialist. Students also have access to media services in the form of computers on wheels, a computer lab, and SMART Board technology. Basic uses of technology were observed in some classrooms.

Some research-based instructional strategies and best practices were observed in classrooms such as creative groupings and differentiated instruction in AVID and many elementary classrooms. Several teachers bring individual middle school and elementary students together in a mentoring function and expressed a desire to expand this role.

Although high TerraNova scores support the curriculum as viable, some parents and students indicated that more rigor and higher expectations are needed. Parents also expressed concern that some teams are stronger than others and requested that a dialogue addressing the need to equalize teams be initiated.

Strengths - The team noted the following successful practices deserving of recognition:

- Teachers and staff collaborate regularly and on many levels about student performance and continuous school improvement.
- A unified, collegial, and professional atmosphere that benefits teaching and learning exists among all staff.
- Knowledge of the CSP goals and interventions are school-wide and embedded into the school culture.

Opportunities - The team offers the following opportunities for improvement for

consideration by the school:

- Expand use of technology in the classroom to enhance teaching and learning.
- Reach out as teams by brainstorming and sharing activities and ideas. Initiate a dialogue addressing the need to equalize teams.
- Minimize disruptions to the learning environment and foster a respectful environment, especially at the middle school level, as part of school-wide discipline plan.
- Formulate a school-wide plan to welcome new students and help them adjust (i.e., newcomers group).

Finding: Robinson Barracks Elementary/Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 4. Documenting and Using Results

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

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

An assessment system to analyze student performance and promote instructional effectiveness is being developed. The school leadership and faculty study TerraNova results, local goal assessments, algebra end of quarter exams, Literacy Place unit tests, Reading Inventory scores (SRI), Accelerated Reader book tests, daily oral language exams, and subject area assessments.

Based on triangulation of data, the stakeholders came to a consensus on the two CSP goals and the subsequent interventions. Data are used to determine in-service topics, to assess the CSP goals and interventions, and at faculty meetings to guide discussion on instructional improvement.

At the most recent CSP professional development day in February 2008, teachers discussed the usefulness of the Problem Solver intervention and whether an intervention that was more applicable to real-life situations would be better. The staff agreed to review at a future time the Problem Solver intervention and to determine whether it should be supplemented with another intervention, implemented in a different way or time, or discontinued altogether. Additionally, teachers indicated they would like future interventions to be more content-based to promote easier extension of interventions into core subjects. Teachers were also oriented to Looking at Student Work (LASW) that is scheduled to be implemented quarterly to improve individual teacher instruction and serve as a mode to monitor the effectiveness of the interventions. As a result of the first LASW session, the teachers discussed the need to improve generalization of the students' problem solving and writing skills. Some teachers have already begun to discuss ways to address that issue. In order to promote consistency in the process of evaluating the work samples, teachers indicated a need for a more structured rubric.

Individual teachers use assessments to measure students' mastery of grade level skills. Information gleaned from these assessments is also used to modify and adjust teaching. Reading assessments are used to place students in READ 180, Reading Recovery, and literacy

coach services. Administration analyzes data to determine the need for support programs and to assist teachers in using data to drive instruction.

Progress in the two goals is measured by the annual spring administration of the local assessments -- one in problem solving and one in writing. Each grade level has its own assessment items, but the problem solving and writing rubrics are the same across grade levels. The staff had training in how to use rubrics effectively.

Strengths - The team noted the following successful practices deserving of recognition:

- TerraNova scores have averaged at the 71st percentile for the last three years.
- Teachers communicate about the effectiveness of selected interventions, based on continuous assessment. Teachers actively explore and discuss options for more effective, meaningful, research-based interventions.
- Teachers are open to self-evaluation and self-improvement.
- Adequate and relevant in-service is provided to staff to support the CSP process.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Improve the validity and reliability of local assessments. These criteria should be evaluated for each test and across grade-levels.
- Administer local assessments twice a school year, both fall and spring, to document CSP progress. Stakeholders can view progress of specific groups before they are redistributed in the next school year.

Finding: Robinson Barracks Elementary/Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 5. Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The hiring and monitoring protocols from the official DoDEA website are followed, and negotiated agreements are completed through the teachers' union. At the school level, a budgeting committee consisting of grade level chairs represents the faculty for funding allocations. Teachers do have input in the area of request and "wish lists." The Parent Teacher Student Association provides additional financial resources by generating funds through various activities.

A safety committee has taken the initiative to develop an alternate fire escape plan to best suit the needs of the growing school situation. The plan was approved by the fire marshal and will be implemented in March. A safe facility protected from outside threats is well established throughout the school. This is evident through regularly scheduled meetings of the safety committee, DSO safety manager visits, and the assignment of two PONDS security guards.

Support systems consist of a Student Support Team, special education, English as a second

language, an alcohol and substance abuse counselor, SAC, guidance counselors, after school clubs, and an active AVID program.

Strengths - The team noted the following successful practices deserving of recognition:

- A consistent flow of volunteers supports the AVID program.
- Ample space and resources are available for the growing enrollment.
- The school cooperates with outside community resources to establish an anti-bullying program.
- The middle school utilizes a block schedule, and teachers have taken ownership by designing a new schedule.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Advertise the opportunities for after school clubs and activities throughout the school year.
- Expand "hands-on" opportunities for SMART Boards.
- Incorporate the use of middle school buddies and/or mentors for the primary grades.
- Establish newcomer mentor student programs and/or newcomer welcome packets.
- Ensure that middle school students have equitable resources when taking high school level courses so that they have equal opportunities to be prepared for the next course.
- Display student work aligned with the standards throughout the building.
- Organize and optimize classroom environments by making learning an inviting, motivating, and challenging experience.

Finding: Robinson Barracks Elementary/Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Regular communication occurs among the school's staff. Regular meetings are scheduled for safety, team and grade level, technology, faculty, NCA, and School Improvement Leadership Team. Minutes are placed on the common drive for the entire staff to review. An organizational calendar (times, dates, and meeting schedule) can be viewed through the school's Outlook program. Both administrators attend these meetings, plus they both attend Student Support Team and the Case Study Committee meetings. The use of email and the teachers' common drive are the main sources of communication for the staff members.

The school has an open door policy for the stakeholders it serves. Parents are encouraged to visit the administration and teachers' classrooms, but are asked not to conference with the teachers during class time. The teachers communicate regularly with parents via email and/or with individual websites that have teacher's assignments. The school leadership distributes a monthly newsletter, participates in town meetings, holds monthly principal coffees at the school, and promotes committee involvement all in an effort to bring the community together. The

school works cooperatively with youth services; they come to the school during lunch time every other day to provide an intramural sports program. Likewise the Adolescent Counseling Services provides an anti-bullying session during the advisory period.

A very active Parent Teacher Student Association provides monthly lunches for the staff and sells popcorn as a fundraiser. The School Advisory Committee is active and was instrumental in reorganizing the lunch schedule and working with the food vendor to ensure the students receive proper nutrition. The school liaison officer attends both of these organizational meetings, plans the multi-cultural events for the school, and is instrumental in distributing information to the Garrison.

Strengths - The team noted the following successful practices deserving of recognition:

- Teachers work together and collaborate in many ways.
- The administration is reaching out to the community partnerships to ease the stress of the students who commute on a daily basis.
- "Agenda Books" are utilized for assignments in the seventh grade and have proved successful.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Utilize and implement all aspects of the GradeSpeed pilot program to allow parents to view the grades of their students.
- Ensure that all email "distribution lists" are accurate and updated, especially since so much emphasis is given to email as a communication avenue.
- Provide multi means of communication with stakeholders, e.g., update website on a regular basis and create bulletin boards that reflect after school activities and clubs.
- Take the school to the community by hosting events and displaying student work in locations convenient to families.

Finding: Robinson Barracks Elementary/Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 7. Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

A culture that supports continuous school improvement is being developed. Many changes in structure and student population have taken place in the past few years; focus has been on improving the education throughout the changes. A CSP leadership team guides the staff in its improvement efforts. Most faculty members are actively involved in supporting and implementing these efforts. CSP updates are a regular part of monthly faculty meeting discussions. Committees meet often to review the school profile and determine initiatives. The efforts in school improvement are aligned with the mission of the school.

Professional development to train teachers in the school improvement initiatives is conducted by

individuals on the staff and from outside the community. The school's efforts at improving are well documented through agendas and minutes of meetings, but the initiatives have only been operational for a few months so evaluation would be premature. The school is committed to evaluating its work and is considering the best methods to review the effect of the initiatives.

Strengths - The team noted the following successful practices deserving of recognition:

- CSP leadership feels the commitment to school improvement is solid and high throughout the school.
- The faculty members express the general feeling that the school is on the right track and a willingness to try new ideas and interventions in their classrooms.
- The efforts to improve the school are well known among the staff and students. Students reported detailed knowledge of the goals and interventions. This widespread knowledge is a clear sign of the commitment of the faculty to the process.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Encourage all faculty members to align their professional growth plans to the goals of the CSP to move the efforts of school improvement further into each classroom. In other words, make the school goals each teacher's goals.
- Initiate multi-disciplinary school improvement projects that will allow school improvement initiatives to be more meaningful and embedded in regular content classes.
- Provide adequate professional development resources to support projects.

Finding: Robinson Barracks Elementary/Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Conclusion

The commendations and recommendations in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and recommendations only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified several recommendations for improvement that the school will need to address. Two years following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's recommendations.

The Quality Assurance Review Team expresses appreciation to Shirley A. Sheck, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through NCA CASI accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Cindy Bradford, Chair
- John Metcalfe, Vice Chair
- Andrea Ramirez, Team Member
- Charles Yahres, Team Member
- Dennis Yemma, Team Member
- Jennifer Schwarz, Team Member
- Lauri Kenney, Team Member
- Ruth Jimenez, Team Member

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

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

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

Robinson Barracks Elementary/Middle School

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.