

**Report of the
Quality Assurance Review Team
for
C. T. Joy Elementary School**

PSC 479
FPO, AP (U.S. Military) 96269-1100
US

**Ms. Marie Ann Cullen, Principal
David Pine, Chairperson - NCA-CASI-DODEA Team**

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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.

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 April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 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 and Policies for Quality Schools.** Schools demonstrate adherence to the AdvancED standards and policies 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 required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's required actions. The school acts on the team's required actions and submits a progress report 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 and policies.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and required actions 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 required actions for improvement.

Using the Report - Responding to the Required Actions. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the required actions identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the required actions. At prescribed intervals, the school must submit a progress report detailing the actions and progress the school has made on the team's required actions. The report is reviewed at the state and national level to ensure the school is addressing the required actions.

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 NCA CASI Department of Defense (NCA-CASI-DODEA), a division of AdvancED, visited the C. T. Joy Elementary School in FPO, US-AP, US on 02/01/2010 - 02/04/2010.

During the visit, members of the Quality Assurance Review Team interviewed 2 members of the administrative team, 29 students, 10 parents, and 6 teachers. In addition, instructional assistants 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:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. 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 required actions.

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 Quality Assurance Review Team commends C. T. Joy Elementary School for creating a culture of learning built around the vision, purpose, and goals of the school.**

This was evident through interviews and review of artifacts. Not only were all stakeholders involved in the process of developing the vision and purpose, they have accepted the mission and goals as part of the C. T. Joy culture.

This culture is observed as a driving force in the teaching/learning process.

- **The Quality Assurance Review Team commends C. T. Joy Elementary School for its staff. The safe, nurturing culture created by the staff is deeply appreciated by patrons of the school. This staff is dedicated, possesses professional experience, and has a passion for individual student improvement.**

Efforts to maintain communication between the home and school were clearly evident during the interview process with administration, students, parents, community members, and military command members. The collective community maintains a clear and powerful focus on student performance that permeates all levels. As evidenced by statements from stakeholder interviews, classroom observations, and review of numerous artifacts, all stakeholders know the system's student performance objectives.

The passion, skills, and attitude exhibited by the staff underpin the core values of continuous school improvement.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions 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 addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

- **Upgrade the current systematic process to design, evaluate, and improve professional development in the areas of data analysis and differentiated instruction.**

The use of data that is reliable, valid, and bias-free is key to driving the instructional process to meet the needs of all students. Many opportunities for professional development exist, but they are not systemic in nature. A systemic process will be inclusive of teachers and para-professionals. Evidence obtained during interviews and classroom observations indicate a desire and need in these areas.

Professional development in these areas will allow for verifiable growth in student performance.

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 required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. 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-DODEA accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and 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 required actions 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.

Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the C. T. Joy Elementary 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:

The mission of C .T. Joy Elementary School is consistent with the mission of all DoDEA (Department of Defense Education Activity) schools. The Community Strategic Plan (CSP) contains the strategic direction of DoDEA for the years 2006-2011. The plan is a road map for keeping DoDEA at the forefront in advancing the Department of Defense's agenda for education and as a leader in the nation for improving student performance and achievement.

Furthermore, the School Improvement Leadership Team, with representation from all facets of stakeholders, has established a vision for the school. Findings of the team indicate that the vision statement and school improvement goals could be articulated by students, staff, and parents. Additionally, the vision is communicated in a variety of ways, including the web site, newsletters, walls, and on the school documents. The goals for student achievement are aligned with the vision and guide the learning and teaching process. Evidence of alignment is found in teacher lesson plans which ensure that the school's vision and purpose guide the teaching and learning process.

Continuously maintaining a profile of the school, its students, and the community enhances the process of continuous school improvement. While it is evident that the profile is informally updated at the start of each year, a formal process will create hard baseline data to measure increased student achievement.

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

- ALL stakeholders, including military command, could articulate the improvement goals of the school.
- Evidence of alignment is found in teacher lesson plans which ensure that the school's vision and purpose guide the teaching and learning process.
- Goals for student achievement are aligned with the vision and guide the learning and teaching process.

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

- Maintain a current profile that reflects the changing population and data trends of student achievement.

Finding: C. T. Joy Elementary School has earned the overall assessment level of "Highly Functional" 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:

The school provides governance and leadership which promotes student performance and school effectiveness. Review of artifacts, interviews, and observations indicated that policies and procedures are in place for the effective operation of the school. These policies and protocols include the DoDEA mandates, as well as locally developed practices to meet the needs of the C. T. Joy stakeholders. The inclusion of stakeholders in meaningful roles in developing such policies promotes shared ownership. Due to the size of the school, all staff are afforded the opportunity to participate in leadership roles, with the understanding that the school principal preserves the executive, administrative, and leadership prerogatives as the administrative head of the school. The passion for school success (as well as student success) is shared by the teachers and administration and can serve as common ground for resolving differences. The School Improvement Leadership Team functions as an avenue for collaborative efforts and cooperation in helping the school move forward. The current core (excluding the principal) of the School Improvement Leadership Team has been consistent in membership for approximately three years.

The Principal's Executive Advisory Council operates as a means to respond to community expectations and stakeholder satisfaction. The staff indicated that a desire to utilize the framework of a professional learning community to increase achievement and effectiveness of operations is a vision for future success. Establishing the groundwork for creating a professional learning community is well on its way. Evidence supportive of this was articulated during interviews with staff and parents, as well as a review of documents from meetings.

Interviews with parents and students revealed a desire for more extra-curricular activities for the students. Additionally, curricular offerings are limited. It is recognized by the staff that this is an area of need.

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

- Passion for the school is shared by teachers and administration.
- The groundwork for creating a professional learning community is currently being refined.
- C. T. Joy Elementary School adjusted its daily schedule to incorporate collaboration time into every school day.

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

- Recognize and preserve the executive, administrative, and leadership prerogatives of the administrative head of the school.
- Explore and expand curricular offerings and extra-curricular opportunities for students.
- Enlist the passion for the school shared by the teachers and administration to serve as common ground for resolving differences.

Finding: C. T. Joy Elementary 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:

C. T. Joy Elementary School provides students with an education based on the DoDEA standards and the system-wide strategic plan. All students at the school receive instruction and access to a variety of resources so that they may acquire the requisite knowledge, skills and character traits (Pillars of Character Counts) necessary for success. The school is currently engaged with utilizing technology that is reflective of 21st century standards. This technology also allows for distance learning opportunities by some students. During classroom visits and in interviews, it was clear that students understand the expectations of the school. All of the classrooms visited were orderly, affirmative, and had very positive climates.

The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Classroom visits provided evidence that instructional practices are consistent and are meeting the needs of students. Students who struggle with the rigor of the academic expectations are provided extensive resources in order to meet those standards. Interviews with parents and students underscored the importance of these resources and how helpful they are in assisting students in their learning. A walk around the school before and after school hours found large numbers of students in classrooms with teachers reviewing the day's lessons or being provided one-on-one remediation and instruction.

Teachers use proven instructional practices that actively engage students in the learning process. Strong positive relationships exist between students and teachers, and it is evident that these relationships support student engagement. Classroom visits suggest a wide variety of instructional methods are used. Available technology was used well, as was cooperative learning, lecture, and small group instruction. Students were seen applying their knowledge and skills to real world situations during these visits. Teachers give students regular feedback to help improve their performance.

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

- C. T. Joy Elementary School adjusted its daily schedule to incorporate collaboration time into every school day.
- A very positive, respectful climate permeates the school.
- A before and after school learning intervention program exists to assist all students.

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

- Provide instruction and assistance to teachers as they implement strategies in support of school improvement goals.
- Align professional development opportunities with the school improvement plan.

Finding: C. T. Joy Elementary 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:

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness. A variety of formative assessments are utilized to measure student achievement and drive instruction. These assessments include DRA, (Developmental Reading Assessment), SRI (Scholastic Reading Inventory), teacher-made assessments, Read 180, and Star Math. Additionally, monthly reading journals and writing samples are evaluated for each student. Annual TerraNova scores are also used to monitor longitudinal growth. Compilation and review of these data lead to the goals for student achievement at C.T. Joy Elementary. Data boards continue to be refined and provide information which drives instructional practices. This same information is now available to staff in the form of a data base. This information is then conveyed to relative stakeholders at a personal level.

Due to the small number of students and the changing population, consider using an individual growth model. Continued professional development on the use of formative data to drive differentiated instruction is the next step in the process. Student achievement can be enhanced if this professional development can be inclusive of teachers as well as support staff.

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

- Student achievement data are regularly conveyed to appropriate stakeholders.
- Data board information can now be found in a data base format.
- Data serve as the source for differentiated instruction and remediation efforts.

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

- Agree upon a definition of differentiated instruction for all levels of learners (at-risk to high achievers).
- Evaluate the systemic process for professional development of differentiated instruction and data analysis.
- Devise and agree upon protocols to establish the framework of a professional learning community.

Finding: C. T. Joy Elementary 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:

C. T. Joy Elementary School has the resources and services necessary to support its vision and purpose and to ensure achievement for all students. As a DoDEA school, much of the recruiting, employment and mentoring of qualified professional staff is addressed at the district level. DoDEA also guarantees professional staff assignments based on preparation, abilities, knowledge, and experience. The safe, nurturing, culture created by the staff is deeply appreciated by patrons of the school. This staff is dedicated, possesses professional experience, and has a passion for individual student improvement. .

Review of artifacts and interviews finds a continuous plan for professional development aligned to school improvement goals and the mission and vision of the school. Staff interviews further support the implementation of the plan and alignment with continuous school improvement goals.

With a population of 30 students, the school has sufficient staff to meet student needs. The student to teacher ratio is a strength, especially considering how the schedule has been redesigned, combining more grades and creating a situation where more staff can work with younger children. Interviews indicated that all of the stakeholders, inside the building and out, believe sufficient personnel and resources to meet student needs are available. A schedule, including all staff, has been created to enhance instruction and remedial efforts for all students.

The review of artifacts substantiates policies and procedures for monitoring financial transactions are in line with DoDEA practices and procedures. The school has a system to prioritize purchases in its annual ordering process which is well documented in the faculty handbook.

The facility, while an older building, is very well maintained and organized for learning. Technology is abundant, and interviews with students, staff, and stakeholders indicated a general sense that enough technology is available for all. The recent addition of the computer lab greatly enhances the facility. Observations throughout the visit validates a very safe and orderly environment. The review of artifacts supports that a well delineated crisis and security plan is in place and recognized by all staff.

A counseling plan has recently been developed utilizing monthly visits from a district psychologist and an on-site staff member to work with students in counseling, appraisal, and educational/career planning. As the exiting students prepare to enter high school, a transitional team comes in from the receiving school to help prepare C. T. Joy students for their new environment.

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

- The size of school lends itself to personalization and differentiation of instruction.
- Technology for student and staff use is readily available.
- A schedule, including all staff, has been created to enhance instruction and remedial efforts to all students.
- The staff is committed to ensuring success for all aspects of the school.

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

- Align all professional development opportunities to the needs of the students.
- Enhance the partnership with receiving the high school to solidify the transition program for matriculating students.

Finding: C. T. Joy Elementary 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:

The school fosters, in a variety of ways, effective communications and relationships with and among its stakeholders, including military command. The interviews with the stakeholders indicated a strong “family type relationship.” This relationship lends to a positive working climate between the stakeholders and the school supportive of student learning.

Evidence observed, reviewed, and presented indicates a general satisfaction with the communication opportunities afforded all stakeholders. Due to the size of the school, much of this information is by nature individualized. The interviews with parents indicated a desire for a weekly overview of school activities and events. This could be posted to the website and may be also emailed to parents.

Interviews with parents indicated an awareness of the on-line grade system, Grade Speed, but indicated a request for more formal training in its use as a tool for parents. The teachers use this tool and maintain current information on student achievement. Parents conveyed a lack of knowledge in interpreting standardized assessment results and would be receptive to opportunities to learn more about this data regarding their student.

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

- The interviews with the stakeholders indicate a strong “family type relationship.”
- A positive working climate between the stakeholders and the school support student learning.
- The school provides ample tools/opportunities for parents to be involved and engaged.

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

- Implement additional ways to communicate effectively with parents. This may include a regularly posted monthly/weekly newsletter and maintaining an up-to-date web-site. Parents indicate a desire for a “weekly” update of school activities.
- Provide regular information for parents on useful topics pertaining to student achievement.

Finding: C. T. Joy Elementary 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:

C. T. Joy establishes, implements, and monitors a continuous process of improvement that focuses on student performance. It is apparent through document review and interviews with stakeholder that the goals for student achievement were known and articulated by stakeholders. The plan to implement said goals is aligned with the vision for student learning, as well as a start for the necessary professional development needed for implementation.

The results of improvement efforts are conveyed to the stakeholders on an individual and personal basis. Due to the size of the school, this personalized approach is worthy of notation. However, continuous school improvement efforts need to be an equally shared responsibility among all staff members. While each teacher is an active member of the team, the Continuous School Improvement chair holds many responsibilities, in addition to adherence of the continuous school improvement process. Sharing the responsibility for continued school improvement will lead to enhanced results for the school. The Quality Assurance Review team recognizes that administrative leadership has not been consistent at the school, with three principals in three years. The current principal is well versed in foundations of the Continuous School Improvement process and will serve well as a valuable resource to the faculty and community stakeholders of C. T. Joy Elementary.

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

- Stakeholders could articulate the school improvement goals as well as describe their participation in the development of those goals.
- The school improvement plan presented is aligned with the vision and purpose of the school and its expectations for student learning.
- The current principal is well versed in the foundations of the continuous school improvement process and will serve well as a valuable resource.

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

- Extend teacher capabilities to carry out continuous school improvement initiatives. A review of how allocated time can be best be utilized may lead to changes in protocol to reflect those of a professional learning community.
- Identify and employ research-based staff development to address the needs of the changing school community.
- Establish responsibilities to be shared by ALL staff for the implementation of continuous improvement.
- Review and refine the school profile on a regular basis to ensure a reflection of the current population.
- Facilitate open and candid professional dialogue to reflect the administration and teachers' shared vision of continuous student success.

Finding: C. T. Joy Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Conclusion

The commendations and required actions 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 required actions 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 required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the School Administration, 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-DODEA accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Mr. David Pine, Chair (Avilla Elementary/Middle School)
- Diana Griffith, Vice Chair (Guernsey-Sunrise Junior/Senior High School)
- Mr. Ken Griffith, Vice Chair (Guernsey-Sunrise Elementary School)
- Mr. James Lloyd, Team Member (Pacific: Korea)

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

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