



Self Assessment

Madison County Schools

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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: 3.2

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 maintain and use a comprehensive 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 (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Evidence that assessments are reliable and bias free 	Level 3

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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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous 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 data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •List of data sources related to district effectiveness •Survey results •Written protocols and procedures for data collection and analysis •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 	Level 3

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.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Policies and written procedures specific to data training 	Level 3

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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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically 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"> •Student surveys •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 3

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 comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of meetings regarding achievement of student learning goals •Survey results •Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •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 •Executive summaries of student learning reports to stakeholder groups 	Level 4

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.

After a review of data and evidence related to Standard 5 in conjunction with stakeholders, the Madison County School System has identified indicator 5.5 as an area of strength. Leaders at the district and school levels monitor comprehensive information about student learning and the achievement of school goals. Leaders engage in a comprehensive review of data during the annual strategic planning and school

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improvement planning process. This data includes achievement data from standardized assessments, as well as information on the performance of various subgroups and student growth. Further, the comprehensive data includes universal screening data, data related to the performance of the lower quartile of students, and data related to attendance and behavior indicators. Not only do district and school leaders review comprehensive data, they communicate results in a variety of ways to stakeholders. Data and results are communicated in public Board of Education meetings, to school governance teams, on the school and district websites, and via the local newspaper. Data results are communicated and often "celebrated" in emails sent to all faculty and staff by the superintendent.

While 5.5 is an area of relative strength, stakeholders who reviewed this standard felt that Standard 5 was a strength for the system overall. Madison County Schools has worked to develop a comprehensive continuous improvement process. Problem-solving around data--identifying areas of need, planning for and implementing interventions and programs to address those areas, and monitoring results--is embedded in the culture of the school system. There are data teams at the district level, the school level, and at each grade level or subject area. These teams have been trained in a formal process of problem-solving or "data teaming." The district has a comprehensive assessment map for each level, and this map is reviewed annually to ensure a balanced assessment system that includes diagnostic, formative, and summative measures. As a charter system, our focus on data-informed teaching and learning helps us to identify areas where we need to leverage flexibility to better meet the needs of our students. We have applied for charter waivers (such as the ability to serve students by "need versus label") specifically to leverage our resources to meet student needs as identified by data.

We will sustain a focus on continuous improvement and monitoring comprehensive information through a careful, deliberate strategic planning and school improvement process each year. We have set procedures for reviewing comprehensive data and updating our strategic plan each year. Schools have an in-depth set process for completing a data review and needs assessment as part of their school improvement planning process each year.

We have identified a weakness in the area of training ALL professional and support staff in this process. We have trained administrators and teams (RTI teams or PBIS teams) at each school in a 4-step problem-solving process. Grade or subject area data teams are also trained in a data teaming process. However, we have not completed formal training in evaluation, interpretation, and use of data with support staff. This is an area that will be addressed through training moving forward, and we will begin by working to train all faculty at schools where principals hold a data dig. We may look to train business operations staff in the future, as they continue to implement the see-plan-do-check cycle. In addition, as we continue to look for ways to increase the authority of our governance teams, we may also train our governance teams in the 4-step problem solving process. This would better enable those teams to help tackle local school issues in a systematic way that is informed by data.

In addition, our data team implementation self-assessment for the 2015-16 school year showed a dip in the level of data teams implementation. One reason for this is that the assessment itself changed--we asked teams to report on a deeper level of implementation rather than just reporting compliance with the steps of the process. We asked teams to rate themselves on the action that they took as a result of reviewing data. In addition, an outside consultant working with us on a literacy initiative noted the need to have a "data teams refresh" to revisit the core components of the process (there has been "drift" as we have continued to implement data teams for 6 years now). Thus, in the 2016-17 school year, we are engaging in a "data team refresh," as we continue to implement data teaming in a manner that will increase student achievement.