



# **Self Assessment**

## **Brighton Area Schools**

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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: 3.0

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•District purpose statements - past and present</li> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the district's purpose and direction</li> <li>•Copy of strategic plan referencing the district purpose and direction and its effectiveness</li> </ul>	Level 3

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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 systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements</li> <li>•Examples of school purpose statements if different from the district purpose statement</li> <li>•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction</li> </ul>	Level 3

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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"> <li>•Examples of schools' continuous improvement plans</li> <li>•Survey results</li> <li>•Statements or documents about ethical and professional practices</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Statements of shared values and beliefs about teaching and learning</li> <li>•The district strategic plan</li> </ul>	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.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Examples of schools continuous improvement plans</li> <li>•Survey results</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•The district data profile</li> <li>•The district strategic plan</li> </ul>	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.**

"All BAS staff, students, and families share and promote a common vision of high expectations for teaching and learning through a comprehensive, intentional and goal oriented continuous improvement process." (Gist Statement for Standard I developed by 13-14 Data Coaches)

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Areas of Strength and Actions Taken:

### I. High Expectations for Leadership and Learning:

BAS has a strong culture of high expectations for student learning and system performance. This message is communicated and reinforced each week in the Superintendent's "Friday Letter" that highlights the good work happening at the district level (Superintendent Updates, Curriculum, Technology, Operations, etc.). The Friday Letter is always printed on a letterhead that lists Board Goals and the district's Purpose Statement. The district logo includes the vision statement "Learning for Life" and is included on most communications.

Recommended Evidence: Superintendent's Friday Letters

### II. Shared Leadership:

Survey results from 2015 show a positive trend towards providing opportunities for staff and parent involvement in district initiatives. BAS knows that whenever our staff, students, and families, work together to solve a problem or to address a need, we have the potential to not only fix a problem but also design a powerful and effective new system. We have seen it happen so often that we are staunch proponents of shared authentic leadership and see it as the key to building a thriving organizational culture. At Brighton Area Schools, staff and administration seek out opportunities to share leadership to improve teaching and learning.

Recommended Evidence of district "Shared Leadership" at Brighton Area Schools:

2012-2013 Initiatives:

- 2012-2013 BAS Teacher Evaluation Committee Framework Development and Implementation
- 2012-2013 BAS Technology Committee Summer Vision Work and Technology Pilot Work
- 2012-13 District Professional Development Model "Choice PD"/SB-CEUs for all PD

2013-2014 Initiatives:

- K-4 Report Card Revision Work
- K-12 PD 24 Instructional/Assessment Literacy Framework
- K-12 Data Coach Team Training
- BAS School Improvement Systems Development

2014-2015 Initiatives:

- New K-4 Report Cards/Rubrics for ELA and Math
- Peer To Peer Observations/Instructional Rounds
- Common Assessments Work
- Special Education Delivery Model Evaluation/Revision Work
- Illuminate Student Data Management System implementation
- 5-year Strategic Planning Initiative

### III. Commitment to Continuous Improvement:

BAS is currently engaged in the process of developing a new 5-year Strategic Plan. The Superintendent has spent 14-15 consulting with various stakeholders (Parent Action Committee, Administrative/Directors Team, Principal Team, Student Leadership, the Bond Committee,

and the Professional Governance Committee, as well as association leaders to determine system needs that will be addressed in the 5-year Strategic Planning work (March 2015). The district will also review our vision of "Learning for Life," as well as our Purpose/Mission Statement, and BOE Belief Statements at that time.

Recommended Evidence: draft of BAS 5-year Strategic Plan

Areas of Need and Actions Taken:

### I. Written Processes for Continuous Improvement:

While BAS has made great strides in developing a comprehensive, intentional and goal-oriented continuous improvement system, we have not finished the work of documenting and communicating our processes for Continuous Improvement at all levels. We have a draft of a BAS Continuous Improvement Workbook (launched in 13-14) that we will continue to develop as a resource for schools and departments. This document will assist us in allowing words like "all" and "documented process" and "intentional" to resonate with our experience rather than reveal a need.

### II. Improved Communication of Purpose for all Stakeholders:

Over the past 5 years, BAS has worked to develop effective systems grounded in our Purpose/Mission Statement and Vision of "Learning for Life." While survey results indicate growing satisfaction in this area, "Data Dig" discussions and Focus Group discussions this year suggest that we could strengthen the relationship between our Purpose/Direction and our initiatives. Staff has expressed concern that the connection is not always clear and the "why" is not always evident when things change. The district is currently exploring ways to strengthen and clarify these important connections. The 5-year Strategic Planning process will be an important action step.

### III. Stakeholder Involvement in developing Purpose/Direction:

2013-14 and 2014-15 AdvancED Survey results reveal a continued need to give stakeholders more voice in purpose and direction. Overall, administrators and teacher leaders feel that they involve stakeholders in discussions about purpose/direction. For example, all new curriculum initiatives begin with a focus on the "why" and the development of a vision and beliefs/values that guide our work. Still, staff and parents continue to be less than satisfied with their level of input. BAS believes that formalizing (writing) our processes for Continuous Improvement will help address this area. Stakeholders may need more intentional opportunities (formalized processes, timelines, focus groups, etc.) in order to feel that their voice is heard in our Purpose Statement development. This year the district distributed an online Purpose Statement survey (link was on BAS website), but the response was somewhat low. We need to continue to explore ways to increase their input in this important area.

## Governance and Leadership

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

Overall Rating: 2.83

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"> <li>•Professional development plans</li> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•District operations manuals</li> <li>•School handbooks</li> </ul>	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"> <li>•Governing authority minutes relating to training</li> <li>•Governing authority policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	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"> <li>•District strategic plan</li> <li>•Examples of school improvement plans</li> <li>•Social media</li> <li>•Survey results regarding functions of the governing authority and operations of the district</li> <li>•Stakeholder input and feedback</li> <li>•Agendas and minutes of meetings</li> </ul>	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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. They encourage, support, and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Professional development offerings and plans</li> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions in support of the schools' continuous improvement plans</li> <li>•Examples of improvement efforts and innovations in the educational programs</li> <li>•Examples of decisions aligned with the district's purpose and direction</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Examples of stakeholder input or feedback resulting in district action</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 3

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"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted</li> <li>•Representative supervision and evaluation reports</li> <li>•Teacher Evaluation Model Instructional Rounds</li> </ul>	Level 3

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**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.**

"BAS leadership promotes and supports student performance and system effectiveness through the continuous improvement process." (Gist Statement for Standard II developed by 13-14 Data Coaches)

Areas of Strength and Actions Taken:

Strong District Leadership:

Stakeholder group discussions and AdvancED survey results suggest high approval and growing approval for the BAS Leadership Team. Although we have been a designated "Deficit District" since 2008-09, we have also been fortunate to have had a stable Central Office team for over 5 years. This Central Office team (of only three), along with district directors and building administrators, has worked very hard to "fix" the district's structural and financial issues, refocus curriculum/instruction on exemplary models, and establish a positive, collaborative organizational culture. The district is also fortunate to have a wonderful community of teachers, students, families, and support staff that continually work for the health and well being of this district. We believe that the fact that our student performance in academics, athletics, and fine arts has actually improved over the past six years is testimony to the exemplary efforts of leadership at all levels.

Recommended Evidence:

- BAS Organizational Chart
- BAS Story Power Point
- BAS Brighton Nation Celebration YouTube Video

Areas of Need and Action Taken:

Governance Roles and Responsibilities:

Overall, the community has been very appreciative of the Board of Education's role in supporting the Bond, approving our Shared Service program, approving increased curriculum and program offerings, and making difficult decisions to improve the district's finances. The AdvancED Community, Staff, and Parent Survey results, however, suggest the board's involvement has impacted the autonomy of district leadership to an extent over the past two years. As of January 2015, we have a new School Board configuration. They have spent the first months of this year redefining their roles and their relationship with district leadership. They are a fairly inexperienced board with great potential. It will be important for them to clearly define their governance role as they move forward.

## 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: 3.0

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"> <li>•Course, program, or school schedules</li> <li>•Course or program descriptions</li> <li>•Survey results</li> <li>•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> <li>•Posted learning objectives</li> <li>•Enrollment patterns for various courses and programs</li> <li>•Descriptions of instructional techniques</li> </ul>	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.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> <li>•Profile of educational model or delivery system</li> <li>•Products – scope and sequence, curriculum maps</li> </ul>	Level 3

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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"> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Surveys results</li> <li>•Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs</li> <li>•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> </ul>	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"> <li>•Curriculum maps</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Surveys results</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success</li> </ul>	Level 3

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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"><li>•Common language, protocols and reporting tools</li><li>•Agendas and minutes of collaborative learning committees</li><li>•Calendar/schedule of learning community meetings</li><li>•Professional development funding to promote professional learning communities</li><li>•Peer coaching guidelines and procedures</li><li>•Examples of improvements to content and instructional practice resulting from collaboration</li></ul>	Level 3

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.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Survey results</li><li>•Examples of assessments that prompted modification in instruction</li></ul>	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.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Professional learning calendar with activities for instructional support of new staff</li><li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li></ul>	Level 3

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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 meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	<ul style="list-style-type: none"> <li>•Performance-based report cards</li> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	Level 4

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.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Curriculum and activities of structures for adults advocating on behalf of students</li> <li>•Survey results</li> </ul>	Level 3

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.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Sample report cards for each program or grade level and for all courses and programs</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Evaluation tools for professional learning</li><li>•Survey results</li><li>•District professional development plan involving the district and all schools</li></ul>	Level 3

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 all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on 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 all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	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.**

"Curriculum, instruction, and assessment practices at Brighton Area Schools are cohesive, communicated, and supported to ensure teacher effectiveness and student success." (Gist Statement for Standard III developed by 13-14 Data Coaches)

Areas of Strength and Action Taken:

I. Guaranteed and Viable Curriculum:

Standards-Linked Curriculum:

BAS is continuing our process of aligning all K-12 Curriculum with state standards. It is the district's expectation that all subjects and all grade levels align their curriculum content to professional Content Standards. It is also the expectation of the district that these standards/learning targets are made clear to students so that they can monitor their own learning and progress towards strong 21st century skills.

Recommended Evidence:

-BAS Common Core Standards in ELA

-K-4 Report Card Rubrics for ELA and Math

Assessment Literacy/PD 24:

Beginning in 2013, our K-12 staff has been engaged in the collaborative process of deconstructing grade level/subject area content standards into Learning Targets. This work, called PD 24, was organized into 24 PLC/grade level meetings spread over the year. PD 24 was designed to not only result in an aligned curriculum, but to give teachers the tools to engage students in self-assessment of their own learning.

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Recommended Evidence:

-PD 24 Plan of Action

-PD 24 Grade Level "Deconstruction" Samples

II. Best Practice Models that support the improvement of instructional practices that ensure student success (Note: There are evidence folders in Google Drive for each of the following initiatives):

Readers/Writers Workshop:

BAS students in grades K-8 grow into strong readers and writers through the Workshop Model. Students are encouraged to share their daily interactions with text through writing and oral language opportunities. Writers Workshop fosters a passion for writing by focusing primarily on what students want to communicate. Students are taught a writing process viewed as ongoing from planning, drafting, revising, editing, and publishing. It honors student choice and collaboration with peers and teacher.

Both Readers and Writers Workshops allow teachers to differentiate instruction in order to accommodate the learning needs of all students through the Gradual Release of Responsibility teaching model. The district has provided job-embedded "workshop labs" for teachers to learn the model since 2006. In addition, over 40 of our teachers and administrators have also attended Summer Workshop Institutes at Columbia University's Teachers College in New York City.

Reading Apprenticeship:

BAS teachers in grades 5-12 utilize the Reading Apprenticeship Instructional Framework to give students the reading comprehension and critical thinking skills to access complex informational text (textbooks, research articles/periodicals, technical manuals, etc.). Beginning in 2006, all BAS Science, Math, Social Studies, and English teachers in grades 5-12 have received professional development in Reading Apprenticeship and have had a number of opportunities to receive additional job-embedded PD. BAS also trained 4 of our teachers through parent company, West-Ed to become Reading Apprenticeship Trainers. These trainers ensure that all new hires at BHS, Scranton, and Maltby receive two years of RA training/support upon hire.

Everyday Math:

In 2011, Brighton Area Schools launched a district-wide focus on Math instruction to address lower MEAP achievement scores. At the end of the process (that involved a needs assessment and visits to other districts), the district purchased Everyday Math because it provided a cohesive curriculum K-6. For 2012-13, teachers used common planning time, as well as over 30 hours of professional development to ensure common pacing and delivery of mathematics instruction. With the help of our full-time district Math Coach, our staff did an amazing job with year one of new math implementation. They also collaborated to provide a series of Parent/Family Math Game Nights for K-6 to ensure a strong home-school math partnership.

III. Standards-Linked Assessment Practices (See Evidence Folders for Each of the Following):

Assessment Literacy:

BAS is currently in the process of building common assessments linked to our Standards-based Curriculum. The work is rooted in Rick Stiggins and Jan Chappuis CASL (Classroom Assessment for Student Learning) work and is supported by K-12 professional learning opportunities with Washtenaw and Livingston Counties. Currently over 30 BAS K-12 teachers are participating in Assessment Literacy training. In addition, all K-6 teachers and administrators have had training sessions in Assessment Literacy.

The plan is to have all of our teachers trained over the next 5 years. In the meantime, our district is committed to developing common



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formative assessments in grade level and content area teams (professional learning communities) with the ultimate goal of increasing student growth and achievement for all students.

### Assessment and Reporting Practices:

BAS has been strengthening our Grading and Reporting practices for the past three years. At the K-4 Level, Report Cards have been aligned with CCSS in ELA and Math and are now directly linked to Standards Based Rubrics. The rubrics allow parents to see what a child has learned and what they need to do to strengthen their learning. The rubrics have also served to "standardize" assessment practices among grade level teachers with much more precise, descriptive language.

### IV. Strategic Use of Resources (See Evidence Folders for Each of the Following):

#### Multi-Tiered System of Support (MTSS):

While all students can succeed academically, BAS recognizes that students learn at different paces and require different levels of support in order to succeed. BAS employs a robust Response to Intervention (RtI) continuum that begins with early literacy (K-2) and continues into high school. BAS has a full-time RtI Facilitator at each of our K-4 buildings and at Maltby Intermediate School that coordinates universal screening, intervention groups, and progress monitoring. They also lead our C.A.T. (Collaborative Action Team) Meetings, where grade level teachers receive data analysis training and explore classroom-based interventions designed to match learning needs. In addition to our RtI Facilitators, each of our K-4 buildings and Maltby and Scranton also have grant-funded Educational Assistants/Interventionists who work with small groups providing skill based interventions, push-in support, and progress monitoring.

#### Instructional Coaches:

BAS is fortunate to have three full-time Instructional Coaches who are grant and district funded. The coaches conduct grade level curriculum meetings and labs, assist with RtI meetings, support curriculum reviews/adoptions, coach individual teachers, model best practice, and assist on district level committees (School Improvement, Math Committee, Report Card Committee, etc.), as well as represent the district on a number of ISD level steering committees.

#### Data Coaches:

Since 2013-14, BAS has had grant funded Data Coaches in each of our schools. The coaches spent the year receiving training in building a balanced assessment system, collecting/storing/interpreting data, and learning how to lead staff discussions around data. Additionally, the Data Coaches are members of the Illuminate Implementation Team. New in 2014-15, Illuminate is a student data management system that will allow staff to conduct online common and individual assessments, as well as utilize state assessment data. Our data coaches are instrumental to the success of Illuminate.

#### Technology Coaches:

With the passage of the Technology Bond in 2012, BAS has been able to update our technology infrastructure and purchased millions of dollars of new instructional technology. The district has been fortunate to have two outstanding Technology Coaches who work side-by-side with our teaching staff and administrators providing instruction/support in using Promethean Boards, Safari Montage, Chrome Books, ipads, etc. The coaches also support staff in moving more and more curriculum and assessment onto a digital platform that is transforming how we teach and more importantly how our students learn.

### Areas of Need and Actions Taken:

#### I. Science Curriculum Revision and Materials needs:

## Self Assessment

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The district needs to conduct a thorough Science Curriculum Review. Science Coach, Wendy O'Keefe has been meeting this year with grade level teams K-8 to review current curriculum and assess needs. She is also involved on the ISD Science Steering Committee developing a Science Standards implementation plan for when the state of Michigan adopts new Science standards.

### II. Professional Development:

Since 2009-2010, BAS has been proud of a learner-centered Professional Development Model created collaboratively by district and association leadership. While the model evolved from year to year to address staff feedback, student achievement data needs, or new initiatives in the District Improvement Plan, it remained a shining star in the district. The 2013-14 model was built on this foundation with the PD Committee creating a system that would allow staff to work in PLCs in their content areas - 1.5 hours a month afterschool. Unfortunately, the state no longer allows districts to count PD time towards 38 hours of instructional time, so the scheduled meeting were to be held outside of the contractual day. Consequently, during contract negotiations in the summer of 2014, it was decided that the PD committee could determine the topics of PD, but each building would be able to set their own schedule of meetings. While 5th grade-12th grade buildings were able to sustain some common meeting times successfully, the four K-4 buildings set different schedules with only one building keeping a PLC schedule of on-going periodic meetings. This made cross building work at K-4 almost impossible. The PD Committee is working currently to design a model that returns all grade levels K-12 to providing some of the best PD in the state.

### III. Establish Non-Negotiable Expectations:

While we no longer talk about "pockets" of excellence (excellent practices are much more common now), we still can't say that "all" of our teachers and "all of our grade levels" are performing at the same high level or using the same best practice, etc. Establishing common expectation for exemplary practice will entail intentional and thoughtful work across all systems, but it will also result in the one structure that would move Brighton Area Schools to the top of performance.

### IV. Create Collaboration Time:

BAS continues to struggle with finding quality time for on-going collaboration for teachers. Now that districts are unable to count PD hours as instructional time, we must find contractual collaborative time for staff. In 2012, K-4 teachers had grade level common planning time, which allowed staff to collaborate on implementing the new math curriculum and common unit assessments. We contend that this time was key to the early and significant improvement in our math achievement scores. That year showed us what might be accomplished with structured common planning time, but it was costly and as a Deficit District it was not sustainable. Providing release time has been [over] used for years, and the district would now like to minimize the use of subs. The purpose of this time would be to allow for development of assessment materials and lesson/unit planning, as well as examine student work to inform instruction. As we look to our post-deficit financial status, the Curriculum Office and K-4 School Improvement teams are focused on bringing the common prep time back. We believe it will be key in strengthening Tier I and Tier II Rtl support, as well as an essential component to the success of our Assessment Literacy initiative.

### V. Focus Time and Resources on the Implementation of Illuminate:

After years of minimal use of Data Director (Data Management System), BAS purchased Illuminate as our new system. Illuminate has the potential to transform how we assess students and how we collect, organize, store and use data. The system was purchased in the summer of 2014. We had two training days with over 50 staff in attendance. Our implementation team also attended the MI Illuminate User Conference. For our first year, we have been pleased with the level of use by our School Improvement teams, Rtl Facilitators, and early adopters. Our next step is to draft an implementation plan for 15-16 to embed Illuminate at the classroom level.



## 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: 3.12

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"> <li>•Survey results</li> <li>•District budgets or financial plans for the last three years</li> <li>•District quality assurance procedures for monitoring qualified staff across all schools</li> <li>•School budgets or financial plans for last three years</li> <li>•Documentation of highly qualified staff</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools</li> </ul>	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"> <li>•Examples of school schedules</li> <li>•District quality assurance procedures showing district oversight of schools pertaining to school resources</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Examples of school calendars</li> <li>•District strategic plan showing resources support for district</li> </ul>	Level 3

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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 adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> <li>•Example maintenance schedules for schools</li> <li>•School safety committee responsibilities, meeting schedules, and minutes</li> <li>•Example school records of depreciation of equipment</li> </ul>	Level 4

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 has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none"> <li>•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems</li> <li>•Survey results</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> </ul>	Level 3

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"> <li>•District education delivery model intended for school implementation including media and information resources to support the education program</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

**Self Assessment**

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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 modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•Policies relative to technology use at the district-level and school-level</li> <li>•Survey results</li> <li>•District technology plan and budget to improve technology services and infrastructure for the district-level and school-level</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff</li> </ul>	Level 3

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 designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

## Self Assessment

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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 designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	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.**

"Brighton Area Schools provides intentional and strong systems that manage personnel, facilities, and operations that support its core mission of ensuring success for all students." (Gist Statement for Standard IV developed by 13-14 Data Coaches)

Areas of Strength and Actions Taken:

### I. Efficient Use of Resources:

The community passed a bond issue in May of 2011 for \$88.4 million. These bond dollars have brought much needed improvements to the districts' facilities and infrastructure. In its third and final year of implementation, the district is enjoying renovated fine arts facilities, new athletic facilities, remodeled classroom space, new playgrounds, updated building exteriors/interiors, and much improved safety measures, as well as major improvements to instructional technology.

Recommended Evidence:

- Bond Proposal Materials
- Bond Implementation Plans

### II. Effective Fiscal Management:

Due to fiscal distress, the district reviewed all areas in an effort to provide the most efficient educational system possible for the students of Brighton Area Schools. Over a period of five years, operating costs were reduced significantly through closing of facilities, salary and benefit reductions, outsourcing of non-instructional staff, and reducing costs wherever possible. These reductions stabilized the finances of the district while still allowing us to hire highly qualified personnel as needed and build/sustain quality student programming (Rtl, expand AP courses, CTE programs, etc).

Recommended Evidence:

- The BAS Story Power Point
- BAS Deficit Elimination Plans
- BAS Financial Audit Reports

### III. Innovative Program designed to Generate Revenue:

## Self Assessment

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Another area of strength for Brighton Area Schools is our ability to create innovative programs that have generated revenue. From the beginning of our budget deficit, we said that we could not "cut" our way out of debt. We needed to find a way to generate income at the same time that we improved our fiscal/budget practices. Today, Brighton Area Schools provides non-core instruction to approximately 11,000 non-public students in 8 surrounding counties. This initiative has generated \$11 million in revenue and has grown to be the largest shared service program in the State of Michigan. The program has not only been key to erasing our legacy debt, it will also build an equity fund and allow us to further develop academic, extra-curricular, and support programs for our students.

Recommended Evidence:

- Shared Services Flyer
- Shared Services Handbook

### IV. Media and Instructional Technology Support:

The passage of the Technology Bond resulted in an updated infrastructure and state of the art devices throughout the district, from Promethean Boards to ipads and Chromebooks. While the district chose not to institute a 1:1 policy, it is our intention to have students using technology as a daily part of learning. The district has provided for two Technology Coaches who work side by side with classroom teachers to model and instruct in the use of technology. They also offer afterschool training sessions and summer trainings. During the summer of 2014, the district had to actually add summer dates for Promethean Training as so many teachers wanted to attend.

Recommended Evidence:

- Summer 2014 Promethean Training Flyer
- Technology Training Professional Goals/Outcomes
- Monthly Schedule of Training Opportunities
- Friday Letter Updates on Tech Training

### V. Illuminate Student Management System:

New in 2014-15, Illuminate is a student data management system that allows staff to conduct online common and individual assessments, as well as utilize state assessment data. The system also allows staff and counselors to create "programs" that monitor student non-academic, social, emotional, and physical needs and organizes interventions and progress monitoring.

Recommended Evidence:

- Building level samples of use
- Illuminate Implementation Plan
- Illuminate Training Schedule

### VI. Targeted Use of 31A, Title I to Support At-Risk Learners:

BAS has developed and sustains a robust RtI/MTSS delivery model at every level. While addressing academic needs is primary, the district also provides screening and support for emotional, social, and physical needs. The district's allocation of 31A fund is typically \$300,000. Another 190,000 dollars comes from Title I, and 125,000 dollars funds our professional development through Title II. The district provides programming and personnel through 31A funding to support the non-academic needs of students. Examples of programming include Reaching Higher, Visual Motor Integration, Support Groups, Positive Behavior Intervention, and WEB (Where Everyone Belongs). Data from these programs is used annually to revise and sustain services.

Recommended Evidence:

- District and School Improvement Plans (At-A-Glance)



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- Consolidated Application Budgets
- Google Drive Form for Requesting Funds for Title I, II, 31A initiatives
- BAS Title I and 31A Handbook

Areas of Need and Actions Taken:

### I. Building Financial Resources:

Now that the district's financial situation has stabilized, a logical level of fund equity needs to be maintained. The Board of Education has passed a fund equity policy that indicates a desired minimum target fund equity of 10%. The district is also striving to improve its bond rating.

### II. Long Term Facility and Equipment Improvement Plans:

A capital equipment replacement plan needs to be established for all capital purchases and infrastructure improvements such as school buses, technology, and roof replacements. The board and administration are creating a debt reduction plan to pay off bus leases and energy bonds. Plans are being made to generate revenue by considering a sinking fund election and/or a special education millage restoration election.

### III. District Funding Support for RtI:

While the district has successfully designed a strong RtI program (K-12), the fact that it has all been done with 31A and Title I grant dollars has limited the number of students we can serve. As the district moves out of financial deficit, we need to have a general fund budget that contributes to these essential programs (which support the academic and non-academic needs of 20 - 30% of students at one time or the other). Such funding might include expanded intervention time for our educational assistants and/or hire additional counselors/social workers as needed.

### IV. Technology/Media Support Long Term Plan:

BAS has been fortunate to have two Technology Coaches as part of our Tech Bond Implementation Plan. The coaches have made a powerful contribution to our staff and students in these early years of implementation. The district needs to make decisions about staffing media centers with full-time librarians or retain the services of technology coaches as we move forward.

## 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: 2.6

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"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

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"> <li>•Examples of data used to measure the effectiveness of the district systems that support schools and learning</li> <li>•List of data sources related to district effectiveness</li> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of changes to the district strategic plan based on data results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

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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"> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

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"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Evidence of student growth</li> </ul>	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 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 to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	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.**

"Brighton Area Schools implements a timely and intentional assessment plan (state and local) that measures student learning and organizational strength and uses the results to guide teaching and learning and systems improvement." (Gist Statement for Standard V developed by 13-14 Data Coaches)

Areas of Strength and Actions Taken:

System of Continuous School Improvement:

## Self Assessment

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In 13-14, BAS Data Coaches and Instructional Coaches worked with ISD trainers and Central Office staff to develop a model of Continuous School Improvement designed to guide our district and school processes throughout the year. They began by "deconstructing" the AdvancED Standards and Indicators to "see what they really mean." They also identified gaps between the standards and our district processes. The resulting model is our new School Improvement Leadership Collaborative (SILC). SILC meets monthly to guide the Continuous Improvement process (based on Macomb ISD SI tools), and monitor the implementation of the District Improvement Plan. SILC is comprised of school improvement leadership teams (Data Coaches, Principals, RtI Facilitators, Parents, and School Psychologists/Counselors) and district level leadership (BOE representative, Instructional Coaches, SE Director, Technology Director, Support Staff representative, Assistant Superintendent of Instruction, and the Superintendent). In its first year, SILC has strengthened a district wide vision for high expectation for systems and for learning that is based on shared values/beliefs. SILC's success was evidenced as teams presented their SI plans and visions for student success to the BAS Board of Education in October 2014. SILC teams also communicate their work to building staffs and parents through staff meeting updates and Dr. Gray's Friday Letter updates.

### Recommended Evidence:

- AdvancED "Deconstructed" Standards doc
- SILC Monthly Meeting Minutes
- Macomb ISD Timeline alignment

### Areas of Need and Actions Taken:

#### Balanced, Comprehensive Assessment System (K-12):

In 2013-14, the BAS Data Coaches worked with an ISD Assessment Specialist (Basia Kiehler) to develop a Balanced Assessment System. They began by examining our current system and identifying areas of need. The group determined that the district has an abundance of state and local assessments, but that we lack a system (especially in the upper grades) to evaluate and utilize the data. By the end of the year, the group had developed a draft model for continuous improvement that included state and local assessments. We are still in the process of finalizing that plan of what to collect and how to link results directly back to past practice and to future instruction/programming.

#### Embedded Data Analysis for Continuous Improvement:

While the district has highly effective tools and protocols for data analysis and leaders who are skilled in data dialogue facilitation, there is a lack of time provided for thoughtful data analysis work or for the development of action plans related to data work. We need an action plan for training staff to use data and a plan for ensuring that data discussions are the foundation of all decision making.

## Report Summary

### Scores By Section

