



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.

Standards Assessment Report

DoDEA On-Line Learning Academy

4040 Fairfax Dr Arlington, Virginia 22203-1613

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review (QAR). The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) Indicators rubric; 2) Indicators evidence; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The Indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The Indicators evidence allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The focus questions allow the school to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the

practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Together, the Indicators rubric, Indicators evidence, focus questions, and overall assessment provide a comprehensive view of how schools address each of the standards.

Demographics

Public/Non-public:	Public
School Type:	Distance Education
Charter School:	
Enrollment:	533
Gender at School:	Co-Ed
Grade(s):	7,8,9,10,11,12
Location Type:	

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.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

Operational

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout school and/or district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

1.2 Communicates the vision and purpose to build stakeholder understanding and support:

Operational

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies goals to advance the vision:

Operational

Evidence Provided:

Goals distributed through publications and communication

Goals that are data-driven and measurable

School improvement plan includes vision, mission

School improvement planning incorporates vision, mission

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

1.4 Develops and continuously maintains a profile of the school, its students, and the community:

Operational

Evidence Provided:

Annual Report

Community-based data

Newsletters, articles

Publications, brochures, handbooks

School Improvement Plan

School/district profile is used during parent/community meetings

School/district profile is used during staff meetings

Stakeholders demonstrate knowledge of school/district profile

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

Operational

Evidence Provided:

Curriculum demonstrates alignment with vision, mission

Extra -curricular activities incorporate vision, mission

Instructional practices demonstrate alignment with vision, mission

Lesson plans demonstrate alignment with vision, mission

School Improvement Plan demonstrates alignment of vision, mission with teaching and learning

School improvement planning demonstrates alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

Student report cards demonstrate alignment with vision, mission

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Operational

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

The DoDEA Virtual High School vision is the acronym VIRTUAL. It emphasizes versatility, interactivity, relevance, 21st Century skills, consistent feedback, and formative and summative assessments. In order to widely disseminate the vision, the following are in place:

- Student and faculty handbooks, newsletters, and Bb information posts allow all stakeholders to learn about the mission and vision.
- Syllabi also play a role in involving stakeholders.
- The first student newsletter was sent out in January 2010.
- The newsletter was posted in Gradespeed, in Bb, and e-mailed to stakeholders.
- The school vision was also made available to stakeholders.

- The Virtual School Task Force membership consists of administrators, counselors, facilitators, media specialists, educational technologists, and teachers who regularly review and recommend policy and procedure updates that make it possible for the VS to meet its vision.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

In the past, the DoDEA Virtual High School was known as the Online Learning Academy and provided supplemental programs to local brick and mortar schools. Consequently, the data was associated and housed with the local school. We are now emerging as a separate school, therefore establishing our own data base.

- Data is available to describe student performance from many sources.
- Primary data sources are AP test scores, SIS databases, formative assessments, student self-check activities, formal assessments, rubrics used to evaluate student work, and subjective teacher evaluation of student work/student comprehension of material.
- Formative assessments are used by teachers to guide instructional practices.
- At the end of the first year we will have data that allows us to see growth/progress in individual non-AP courses.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

With the decision that the Online Learning Academy would become a fully operational school one of the first steps was to designate leadership to guide the process. Last year a full time principal was assigned and this year the first Assistant Principal was assigned to the European Hub. Next year an additional AP will be assigned to the Pacific Hub.

- This leadership ensures that the school's vision, purpose, and goals guide the teaching and learning process through the use of standardized methods for teacher evaluation.
- Use of standards based scope and sequence also guide the teaching/learning process.
- All Bb courses follow the same basic "shell" which allows all courses to look the same or similar to repeat student users.
- Collaboration with instructional designers helps with consistency in the courses.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

The DoDEA Virtual School by its nature involves current, dynamic instructional innovation. It embodies 21st Century learning skills such as online collaboration, Web 2.0 tools, and synchronous delivery methods.

- Courses are standardized through the use of a school-wide scope and sequence.
- Teachers work together on a subject-level basis to share relevant information, course suggestions, and share questions and comments using Adobe Connect and Jabber Instant Messaging.
- AP level courses follow College Board approved syllabi that are specific to the distance learning program.
- Terra Nova scores, AP scores, and student grades allow stakeholders to monitor student learning and school effectiveness.
- An annual student survey allows for student feedback.
- Educators share the school vision and mission with stakeholders.

Overall Assessment:

Operational: The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

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

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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INDICATORS: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:

Operational

Evidence Provided:

Agendas, minutes of governing authority meetings

Governing authority affirms understanding of their role in the operation of the school/district

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Staff and/or student handbooks

Students and staff affirm their understanding of discipline policies and due process

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Operational

Evidence Provided:

Organizational chart

Staff are knowledgeable about leadership prerogatives

Staff are knowledgeable about organizational chart

Staff demonstrate knowledge about due process

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Operational

Evidence Provided:

Documentation of access to legal counsel

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of resolutions of any complaints

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Staff are knowledgeable about access to legal counsel

Staff are knowledgeable about curriculum standards

Staff demonstrates use of curriculum standards in the teaching and learning process

INDICATORS: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Highly Functional

Evidence Provided:

Student database management system

2.5 Fosters a learning community:

Operational

Evidence Provided:

Rules of appropriate engagement and behavior are prominently displayed

Website provides forum for feedback and dialogue

2.6 Provides teachers and students opportunities to lead:

Operational

Evidence Provided:

Agenda and minutes of meetings demonstrate shared leadership with staff

Organizational chart demonstrates shared leadership responsibilities

Staff affirm their involvement in shared leadership opportunities

Staff and students affirm their involvement in the accreditation process

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Emerging

Evidence Provided:

Calendar, agendas, minutes of stakeholder meetings

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Emerging

Evidence Provided:

Staff and students affirm involvement in extra-curricular events and activities

2.9 Responds to community expectations and stakeholder satisfaction:

Emerging

Evidence Provided:

Stakeholder survey data

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

Highly Functional

Evidence Provided:

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Staff are engaged in professional learning opportunities

Staff are knowledgeable about opportunities for professional growth

Staff are knowledgeable about their evaluation criteria and timeline

Walk-about demonstrate review of instructional practices

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

Policies and procedures are established through virtual as well as face to face meetings in the following manner:

- Many decisions and policies are decided between the faculty and administration.
- An Advisory Group made-up of the Area Superintendents gives regular input regarding the VS policies and procedures in order to support the most effective use of resources across DoDEA.
- The Virtual School Task Force also reviews the VS policies and procedures on a regular basis and makes appropriate recommendations.
- Committees have been formed to put together the handbooks, which are then made available for input from faculty and administration (and eventually to parents and students for input)
- There are plans for a SAC (School Advisory Council) which will be composed of all stakeholders (i.e. parents, students, teachers, and administration). This collaborative group will also provide input, feedback, and guidance on policies and procedures.
- There are also plans for a Virtual School Student Council. Those student leaders will be integral in designing policies and procedures.

A variety of tools are at our disposal to communicate information.:

- Information is posted on Blackboard.
- Adobe Connect allows for virtual meeting and trainings which can be recorded and reviewed
- The student and faculty handbooks outline policies and procedures.
- The DoDEA website is where DoDEA wide policies can be located.

Policies and procedures are implemented in the following ways:

- All policies and procedures are implemented across the hierarchy of the school.
- These policies and procedures are reflected in classroom syllabi, faculty meeting minutes, recorded Adobe Connect sessions and other DoDEA publications.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

School leadership and staff process information from a variety of sources in order to continually improve school effectiveness and student performance. Leadership provides the school with access to HQ personnel whose areas of expertise include school improvement, curriculum, research and evaluation, SPED, and counselors. The following sources include:

- AP Exams, PSAT, *TerraNova* test scores are used to evaluate the effectiveness of instruction.
- CSI pre/posttests to evaluate the effectiveness of instruction as it relates to the goals of the virtual school
- School improvement and accreditation
- Students and parents are also given the opportunity to provide evaluative feedback for their classroom experiences. Administration and teachers use this feedback when planning, modifying, and implementing future

instructional practices.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

As the virtual school develops, there is more opportunity for a variety of stakeholders to participate:

- Many stakeholder groups are represented on the Virtual School Task Force and give regular input that helps guide decision making.
- Faculty members are provided opportunities to lead various committees.
- Local experts with expertise in a specific area are asked to create mini-lessons or workshops for collegial coaching
- Students and Parents are asked for feedback on their experiences. This feedback is used in the decision-making process.
- When faculty members have expertise in areas that pertain to a decision on the table, they are asked to give input. (For example: technology teachers for technology purchases)
- The proposed SAC will provide further opportunities for parents to contribute in the decision-making process.
- The proposed student council will provide further opportunities for students to contribute to the decision-making process.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

The growing virtual school has consistently employed best practices to develop courses which ensure learning equity. The following are monitored :

Equity of Learning Opportunities:

- Purchased and approved software enables instructional delivery via the many modalities of learning.
- Our Special Education Department is integrated into each and every class to ensure modifications for students on IEPs are available.
- Much of the faculty is AVID certified and provide ample interventions via the AVID program to all learners.
- All subjects are monitored for 508 compliance, to ensure equity for all learners.

Support for Innovation

- Administration and Curriculum Designers maintain knowledge of new and prospective software/hardware that can enhance student learning/performance.
- Use of Wikis, Blogs, and other interactive media provides synergetic opportunities for students and faculty.
- Teachers are given ample training opportunities via annual conferences where new and existing software is demonstrated and used.
- Instructional Designers create interactive lessons.

Overall Assessment:

Operational: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

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

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning: *Highly Functional*

Evidence Provided:

Curriculum pacing guides

Formative assessments: quarterlies, etc.

Lesson plans that indicate learning objectives

Master schedule

Policy on credit requirements for program completion

Policy on grading criteria

Staff can articulate curriculum sequencing and grouping

Staff can articulate student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks are aligned to learning goals, curriculum

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:

Operational

Evidence Provided:

Course syllabi outlining criteria for student involvement

Master schedule

Samples of student work

Student discussion groups

Students affirm their involvement in their own learning

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Operational

Evidence Provided:

Assessment data

Course evaluations

Grade reports

Professional development calendar and topics

Staff can identify research used to align instruction

Staff meet to review current research

Staff meetings regularly include data analysis

Surveys

Transcripts, certificates

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

Highly Functional

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

Lesson plans

Professional development calendar and topics

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Staff meet to share best practices

Staff meetings regularly include discussions about effective instructional design and delivery

Student display of project-based learning opportunities

Variety of instructional design and delivery strategies

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Highly Functional

Evidence Provided:

Curriculum includes attention to diversity

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Staff are knowledgeable about state and national curriculum standards

Staff are representative of the school and community demographics

Standards-based curriculum: state and national standards

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

3.7 Provides for articulation and alignment between and among all levels of schools:

Operational

Evidence Provided:

Content-specific staff are knowledgeable about each other's course syllabus

Policies and guidelines granting dual-credit, transfer of credit

Staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Transition policies

3.8 Implements interventions to help students meet expectations for student learning:

Operational

Evidence Provided:

Counseling programs: curriculum, schedules, staffing

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Staff affirm that there are multiple opportunities for students to get support

Students affirm that they have opportunities to get support for their school experience

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Highly Functional

Evidence Provided:

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Staff affirm that they are involved in promoting positive school climate

Staff meetings provide time for discussions about climate

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

3.10 Provides comprehensive information and media services that support the curricular and instructional

programs:

Operational

Evidence Provided:

Staff affirm the use of media services in their curriculum and instructional programs

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Highly Functional

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Staff affirm that technology supports their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

The school benefits from a comprehensively developed curriculum from DoDEA. Several members of our staff serve on the committees that review and modify the curriculum to ensure that the standards and expectations are met across grade levels. This curriculum is then delivered to the students in a differentiated manner to ensure that their learning styles are met.

- Curriculum is based on clear and measurable expectations for student learning.
- The curriculum gives opportunities for all students to acquire necessary knowledge, skills, and attitudes.
- This school develops and implements the curriculum based on clearly defined expectations for student learning aligned with DoDEA standards.
- Each subject's specific syllabus is coordinated with DoDEA standards.
- The College Board has approved all current AP Course syllabi.
- Best practices are stressed at the annual Virtual School teacher training which include methods of differentiating the process, content, and the products of student learning.
- Use of summative assessments such as the AP Course Exams and EOC Exams are used to guide the teaching/learning process.
- Use of summative assessments is an integral part of all classes. All teachers include a Check for Understanding in all lessons to ensure students are focusing on the desired outcomes. AP teachers use previously released exams as practice exams.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

After the careful review of the data generated by the students, the faculty determined areas of need and carefully selected instructional strategies intended to enhance those areas. The strategies under consideration came from

AVID, ASCD, and other notable research based programs. These strategies were then implemented in each classroom, by each teacher with support from the administration.

- As per the CSI initiatives, teachers use research based instructional practices such as summary writing and higher order thinking skills to engage students in learning.
- Teachers provide opportunities for students to apply knowledge to real world situations and give students feedback so they may improve.
- This school gathers, analyzes, and uses data by regularly examining our testing results.
- The CSI process ensures that we implement best teaching practices based on a review of all data available to the school to include TerraNova results and AP testing results.
- Selection of the instructional strategies is based on a consensus of all teachers.
- Instructional strategies and assessments based on DoDEA standards support expectations for student learning.
- The VS staff, including the counselor and administration, monitor the school climate and take appropriate steps to ensure that it is conducive to student learning.
- Feedback from students through an in-house developed survey will be given at the end of the semester.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

In addition to the annual week long intensive training on software, school improvement, and best practices, the faculty, staff and administration have monthly meetings (which use a multimedia environment to connect all three areas of the school simultaneously) where best practices are modeled and opportunities are provided for sharing of instructional strategies shown to be effective in the classroom. Instructional designers are also an active component in supporting the teacher with varied and researched based instructional techniques.

- The Virtual School Task Force regularly reviews the ongoing development of the VS to ensure that teachers have appropriate resources to be successful.
- Offering a variety of classes challenges our diverse student population.
- The VS implements interventions to help students meet expectations for student learning.
- Sharing research and data on the effectiveness of various intervention strategies led to the selection of summary writing and higher level thinking skills as the CSI interventions.
- Articulation between the VS and the school where students are located physically is conducted regularly. This includes administrators, facilitators, and counselors.
- Teacher training is ongoing and the use of local experts among the teaching staff is a model of staff development.
- Courses have been developed around standards based criteria and are not textbook based.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

Using the Learning Management System (LMS), which is currently BlackBoard, teachers consolidate all the information that delivers the curriculum to the student. Each student has 24 hour access via the LMS to resources and instruction developed by teachers, and resources selected by teacher. The LMS also provides the capability for each student to have an electronic learning portfolio via the grade center, blogs, wikis, etc. Additionally, the Virtual High School has purchased and manages special equipment at each school that is specially engineered for maximum reliability and functionality for the end user (the student). Students, teachers, counselors and administration all use the LMS as the “meeting point” for instruction, communication and discussion.

- Students and staff have access to instructional technology necessary to complete their work.
- Specific computers have been identified in each school location for use by virtual school students with all programs necessary readily accessible.
- The VS by its nature promotes active involvement of student learning by using diverse learning opportunities

and a wide variety of information and media services.

- Many of the local facilitators are media specialists, and the distance learning students are often participating in the class from the media center at their local school.
- Students and staff have access to specific Online Media Services that are supplied by DoDEA.
- The VS offers technology specific courses such as JAVA I/II, AP Computer Science, and Presentation Publications.
- The school leadership is supportive of the faculty in investigating various strategies and programs for improved instruction.

Overall Assessment:

Operational: The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

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.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

Operational

Evidence Provided:

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Database that records graduation, completion, GPA, placement, retention rates

Policies that outline targets for student performance and are aligned to state/national standards

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Staff use data to inform their practice

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

Operational

Evidence Provided:

Calendar of assessment activities

Online assessment system

Policies outline administration of multiple assessments and their purpose

Record of multiple assessments administered, including program-specific required assessments

Staff meet regularly to discuss student work

Staff utilize assessment data for the purpose of instructional and program planning

Students affirm knowledge about their learning expectations

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Criteria for feedback on performance

Staff affirm their understanding of how data are used to evaluate their effectiveness

Staff are knowledgeable about how to use student performance data for the purpose of instructional planning

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

Operational

Evidence Provided:

Database that records graduation, post-graduate engagement

Staff utilize perception data from surveys to guide program planning

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Operational

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

Stakeholders affirm their familiarity with student performance and organizational effectiveness

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

Operational

Evidence Provided:

Other: N/A

4.7 Demonstrates verifiable growth in student performance:

Operational

Evidence Provided:

Data reports disaggregate student performance growth

Data reports verify growth in student performance

Staff can identify reasons why student performance has increased/decreased

Staff can identify strategies for increasing student performance

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Operational

Evidence Provided:

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Staff affirm their comfort with the level of data accuracy and security

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

As the Virtual School grows, so do the types of data gathered and analyzed. The school currently examines the following data and uses it to inform course development and change.

- Formative Assessments allow teacher and students to monitor student understanding and ability for students to review for better understanding before summative assessments.
- Some classes allow for corrections or retakes on summative assessments.
- Jabber and Adobe Connect are used to interface in real time with students and facilitators to allow for synchronous and asynchronous instruction.
- E-mail communications between students, parents, and teachers is used to monitor and modify student performance.
- Progress reports are provided for student and parent review and feedback.
- GradeSpeed/Bb Grade Center allow for monitoring of tests results for meeting performance objectives and student completion of assignments in relation to performance objectives.
- School has selected 2 cross-curricular goals in writing
- CSI pre and posttest to check for these goals in writing to assess and monitor these writing goals.
- Advanced Placement test scores are reviewed annually with writing goals in mind.
- *TerraNova* Test scores are available to help determine strengths and weaknesses in writing skills.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

Through regular monitoring of the following kinds of data, teachers adapt and modify course content and practices for the overall improvement of the school and student success:

- Attempted turn around time frame for teacher graded assignments is 24 hours.
- AP test results are used to guide teachers in making course adaptations to improve future student performance.
- Blog and other interactive tools are used in courses to provide immediate feedback among students and teachers.
- Student concerns are shared with facilitators and parents by instructors via email, telephone, Jabber, and parent/teacher conferences frequently to be pro-active in all student success.
- Regular staff meetings to examine data to evaluate student strengths and weaknesses.
- Calendar of assessment dates posted on DoDEA and local school websites.
- Course assessments/Pre/Post tests used to determine modifications as soon as they are received.
- SpEd Coordinator recommends testing through schools.
- Teacher feedback given on assessments using multiple methods including Bb Grade Center, on Grading Tablets, Bb Messages and Outlook email.

3. How are data used to understand and improve overall school effectiveness?

The following uses for data inform overall school effectiveness:

- The Virtual School Task Force uses data from a wide range of sources to determine VS needs.
- CSI pretest will survey for all year long courses.
- Teachers use both formative and summative assessment results to continually improve instructional practices.
- Rubrics are used to inform students of expectations and to assure quality and uniform assessment of student work.
- Feedback from course observations to share best practices and improve course effectiveness.
- Teachers constructed course evaluations completed by students to improve content delivery.
- Qualitative data from teachers is used to determine specific professional development training needs of the

virtual school.

- HQ uses data to determines staffing/offerings

4. How are teachers trained to understand and use data in the classroom?

Teachers receive training in order to understand data and its effective use for instructional modifications through the following ways:

- Summer workshops
- Faculty meetings
- Individual meetings for trouble shooting
- Peer guidance
- Periodic workshops/training
- Adobe Connect workshops/training
- Archived training in Blackboard which can be viewed and reviewed

Overall Assessment:

Operational: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

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.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Operational

Evidence Provided:

Agendas, minutes, decisions for IEP meetings

Appropriate space is provided for special need support programs

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules

Staff can affirm that special needs students receive needed support

Staff Handbook

Staff schedules and assignments

Student Handbook

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

Operational

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Ensures that all staff participate in a continuous program of professional development:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are actively engaged in discussions that have resulted from their professional development experience

Staff are aware of the requirements for continuous learning

Staff can affirm their involvement in professional learning opportunities

Staff implement effective strategies based on their professional development experience

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

Evidence Provided:

Annual budget

Facilities plan

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Operational

Evidence Provided:

Audit reports

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Operational

Evidence Provided:

All facilities on school/district property are maintained

Policies and processes regarding safety

Policies and processes related to student/staff injury

School/District environment is clean and safe

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Operational

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

Emergency procedures

Secure record system

Staff and students are knowledgeable about emergency procedures

Staff are involved in the crisis intervention team

Staff Handbook

Student Handbook

Wellness policy

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Operational

Evidence Provided:

Advisory plan and program

Curriculum for Career Preparation

Enrollment data

Guidance and Counseling Department

Staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Staff assigned to career preparation programs

Staffing of Counseling and Guidance programs

Student referral policies and practices

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

5.10 Provides appropriate support for students with special needs:

Operational

Evidence Provided:

Classroom instruction demonstrates variety of instructional methodologies to support all students

IEP: committee, minutes, calendar, agenda, sign-in sheets

Labor agreements demonstrating appropriate special needs staffing

Master schedule demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Staff affirm their use of instructional strategies that support special needs inclusion

Stakeholders affirm their support for the school's/district's special needs programs

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

DoDEA strives to recruit, develop and maintain a highly qualified and diverse work force. The process in place is composed of many elements.

- World-wide recruitment (<http://jobsearch.usajobs.opm.gov/a9dd16.aspx>, <http://www.dodea.edu/home/index.cfm>)
- Orientation for new employees – on-line trainings
- New Employee Packet for Human Resources
- Subject certified in teaching assignment (<http://www.dodea.edu/offices/hr/categories/default.htm>)
- Opportunities to teach in area of interest
- Job-embedded professional development opportunities
- Summer workshop for all new and returning teachers
- MAPA – Multi-dimensional Administrative Performance Appraisal
- DoDEA Educator Performance Appraisal System
- Collaboration opportunities
- 21st Century equipped – provided with tools to do the job
- Federal and Overseas Benefits (i.e. LQA, RAT, TQSA, Post allowance)
<http://www.dodea.edu/offices/hr/employment/benefits/default.htm>
- Tuition Assistance
- Instructional design and technical support staff

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

By soliciting staff input and staying current with educational and technological trends, leadership ensures allocation of financial resources in support of school goals. By adhering to DoDEA financial policies resource accountability is ensured.

- The VS Task Force guides and makes recommendations based on pertinent data.
- Focus on awareness and uses of digital competencies to increase student learning.
- Required hardware/software placed in schools for the use of DL students
- Classes offered are based upon school and student demand
- Utilize hub concept to put teachers in similar time zone of students to support synchronous communications
- Staffing is based on enrollment data
- Budgeted items such as yearly summer trainings, task group meetings, site visits, teacher materials, required software license renewals, the LMS system, Communication tool to support the implementation of the program.
- Five year technology refreshment cycle (replace outdated computers)
- Leadership allocates resources for staff to attend technology and educational conferences and workshops (I.e. INacol)
- Follows DoDEA procurement process to make required purchases
- Collaborates with staff in regularly scheduled meetings
- Leadership solicits recommendation for educational purchases from staff

3. How does the leadership ensure a safe and orderly environment for students and staff?

As a virtual school, our safety concerns are of the physical as well as the cyber environment. Working with the IT department and local schools, safe and ordered online and physical environments are maintained.

- Cyber safety concerns – secure web LMS site, secure email program, facilitators and teachers monitor student computer use, Internet filtering system to monitor access, prevent unauthorized access to questionable sites
- Safety procedures in place for each school and office
- Phone tree maintained
- Staff and student handbooks with safety information
- Crisis Management Team
- Crisis Intervention Plan
- Student is scheduled into a class room and class period
- All Internet Users must sign the DoDEA Computer and Internet Access Agreement
- Security Briefings and Trainings mandated by DoDEA
- Evolving leadership team to address maintaining a safe and orderly environment
- Each school has a facilitator dedicated to monitoring and supporting DL students

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

DoDEA meet the needs of all ability students by providing local school and virtual school guidance and special services. All staff work proactively to meet the needs of our students.

- Numerous avenues to contact instructor (instant message, email, telephone, web conferencing)
- Facilitator serves as a student advocate
- Teachers are proactive in their communication to provide guidance
- Local school site as well as Virtual Schools Counselor and Special Education staff available
- Excellent software provides access to student IEPs for course modifications and accommodations
- Standard operation procedures to address the needs for ESL/ELL students
- Special education staff coordinate obtaining software and hardware to meet student needs

- Student Handbook provides resource materials and staff contact information
- Periodically monitoring of grades by administrators' counselors, and registrar to assess and address student needs
- Opportunity for parents to monitor their student's progress via online grading system
- Counselor works with other schools to assist students transitioning from various school systems around the world

Overall Assessment:

Operational: The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

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

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Calendar of events that promote stakeholder involvement

Policies regarding suggestions, grievances

Stakeholder survey data

6.2 Has formal channels to listen to and communicate with stakeholders:

Operational

Evidence Provided:

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

School Improvement Committee: agendas, minutes, membership

Steering Committee meetings: agendas, minutes, membership

Wide variety of stakeholder communication documents/avenues

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:

Emerging

Evidence Provided:

Advisory Committee

Calendar, agendas, minutes, committee membership

Stakeholder survey data

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Operational

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences

Parent Handbook

Parents and students are involved in making course selections

Regularly published newsletters to community

Student Handbook

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

Operational

Evidence Provided:

Parent - Teacher Conferences

Policies regarding reporting schedule

Report cards

Focus Questions:***1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?***

The school's leadership is aware that ensuring responsiveness to community and stakeholder expectations must be determined by a different definition of the term "community." School leaders act upon the needs of our communities world-wide, in every time-zone, and devise methods to include all stakeholders of these diverse communities.

- The VS School Task Force is a representative group of stakeholders that meets regularly to review the needs of the VS and respond to requests in a timely manner.
- Parent meetings are on an individual basis through e-mail, telephone conferences, and local Open House events. Stakeholder meetings are planned.
- A Calendar of Events promoting the involvement of all communities has been created.
- Students take personal assessments informally (Is DL right for you?)
- Pre and Post Stakeholder Surveys are planned for second semester.
- Presentations to commands and parent groups have been given.
- Information gathered during the registration process is evaluated to ensure that stakeholder needs are met.

2. How does the school's leadership foster a learning community?

The school's leadership focus on educational priorities and goals fosters a learning community. Their vision of synchronous delivery of course materials based on sound educational theories and practices is a foundation of our learning community.

- Instructional designers are in place.
- There is a consistent format for all courses.
- Handbooks developed for students, teachers, facilitators, and parents.
- Teamwork is manifested through committee meetings.
- Innovative processes for handling online educational materials are encouraged and developed.
- Administrators observe classes in action and make suggestions for enhancing instruction as needed.
- Virtual High School students' AP scores are compared with national scores.
- Students' *Terra Nova* scores are used to help ascertain areas where students need additional help, to enhance the learning experience on an individual basis.
- Suggestions are well received by the administration.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

Lines of communication between the school administrators, faculty, and stakeholders are always open. Such communication is regular, frequent, and encouraged.

- Grades are visible at all times to students and parents through Gradespeed, an Internet-based system which clearly shows due dates, points possible and present grade average. Teachers include pertinent comments which clarify the nature of the assignment, or the reason a student's grade might be lower than expected in any specific assignment.
- All grade averages are reported once each week in order to ascertain athletic eligibility.
- Mid-quarter and end of quarter reports are sent to all parents.
- Additional grade reports are sent upon request.
- E-mail communications between teachers and parents is widely and regularly used.

- A messaging system is built into the coursework platform, and messages are exchanged between teachers and students regularly, and frequently at times outside of the normal school day.
- An Instant Messaging system is used between students and teachers to facilitate learning during and after school hours.
- The first edition of the school newsletter was published in January 2010.
- The school also has developed a website

Overall Assessment:

Operational: The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

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

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement 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):

Operational

Evidence Provided:

Continuous/School/District Improvement Plan

Information/Data system

Professional Development Plan: agenda, topics

Specific program initiative to support continuous improvement

Staff affirm their involvement in a specific program that supports continuous improvement

Staff affirm their involvement in continuous improvement committees

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

Policies, procedures for school improvement committee work

School Improvement plan indicating membership of committees

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Operational

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

School improvement plan demonstrates alignment with vision, purpose

Staff affirm their understanding of the impact of programs that support student learning

Staff demonstrate capacity for changing methodologies to increase student performance

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in school/district facility

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Operational

Evidence Provided:

Continuous/School/District Improvement Plan

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

Staff affirm their involvement in professional learning

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

Operational

Evidence Provided:

Information/Data system

Staff affirm that they regularly use data to inform their practices

Staff meetings regularly use data to inform their discussions and decisions

Stakeholder survey (satisfaction) data

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

As part of DoDEA, the Virtual School has a strong commitment to continuous improvement as evidenced by the adoption of the Kaizen model of data driven decisions to inform a continuous improvement process. Professional development, communication and evaluation are hallmarks of this commitment. The decision to make the Virtual School an accredited school is based on community/stakeholder input.

- The Virtual School Task Force was formed to ensure the effectiveness of the school.
- DoDEA leadership allocated resources to create three Virtual School hubs
- CSI committee chairs are instructional staff.
- CSI work group committees are composed of all staff.
- Professional development in CSI is provided.
- Virtual school students surveyed on course goals
- A Pre-test on the goals has been given.
- The CSI model has been communicated through web sites, the school newsletter, and the learning management system.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

All data available was carefully analyzed to ensure that the improvement goals reflect student-learning needs. These goals are aligned with the vision and purpose of the school.

- Data used in the triangulation for the selected goals include TerraNova scores, the PSAT, and demographics.
- The goals focus on evaluative writing and reading informational text for essential understanding.

- Evaluative writing means students will be able to relate, integrate, and synthesize information in writing across all curricular areas; summary writing was determined to be the most effective research based intervention to practice and develop the necessary skills to attain this goal.
- Reading informational text for essential understanding means that students will be able to identify basic facts in order to draw conclusions and develop strategies to solve problems; application of higher order thinking through the use of the HOTS program, the AVID 3 Story Intellect model and the Bloom's Taxonomy Wheel was determined to be the most effective research based intervention to support reaching this goal.
- Training for the interventions is ongoing.
- The use of both formative and summative assessments to gauge student progress is ongoing.
- Stakeholders have been informed of the school goals and interventions.

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Staff participates in ongoing professional development provided in online and face-to-face environments. The summer workshop for all staff is technology rich and instruction in methodologies intensive.

- School leadership utilizes monthly staff meetings to provide professional development opportunities.
- Instructional design staff provides ongoing professional development in instructional technologies.
- Adobe Connect is used for teaching new technology and discussing methodology both visually and aurally during monthly faculty meetings spanning many time zones
- Teaching staff is encouraged to explore new and more effective methods of improving instruction, and assistance is readily given from design and technical staff.
- Entire staff is attentive to ongoing progress in distance education and this information is shared regularly and discussed
- Interconnectivity with headquarters personnel provides technical assistance in a variety areas (i.e. subject area coordinators, research and development, assessment).
- The leadership observes classes and best practices in technology and methodology are discussed and shared.
- The summer staff development workshop agenda is based on staff input gathered throughout the year.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The Virtual School leadership functions as instructional leaders modeling a commitment to continuous improvement. Marketing the improvement plan to stakeholders is achieved through a variety of methods including faculty meetings, newsletters and web sites.

- The Virtual School Task force meets regularly to review and recommend based on current needs.
- The Advisory Council composed of Area Superintendents also reviews progress and makes appropriate recommendations.
- School leaders model a commitment to school improvement by making it a priority at all meetings involving stakeholders.
- Administrative staff monitor course content and student interactions
- Observation of synchronous communications
- Administration, instructors and instructional designers collaborate in creating electronic portfolios demonstrating student work.
- Review of grade distribution

- Review of test scores
- Newsletter
- Leadership presentations at DoDEA administrative conferences

Overall Assessment:

Operational: The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

In reviewing the seven standards the following trends, themes, and areas of focus span the report:

- Stakeholder involvement
- Use of data and data interpretation
- Assessment: formative and summative
- Teacher training/staff development
- Use of technology
- Communications: synchronous and asynchronous

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

At the DoDEA Virtual High School we consider the following to be our greatest strengths:

- Openness to change
- Expanding and refining locations, courses, staff, tools
- Eagerness of staff to take on new challenges in technology
- Willingness to experiment with new technology and learn how to use it
- Willingness to use technology to meet the needs of the stakeholders
- Communications/feedback in courses
- Responsiveness to needs of stakeholders with regard to technology
- Offer opportunities to students who might otherwise not be able to take certain classes

What would you consider to be your school's greatest challenges?

At the DoDEA Virtual High School we consider the following to be our greatest challenges:

- The uniqueness of our situation
- Establishing procedures
- Assisting traditional brick and mortar schools in developing skills necessary to be successful
- Facilitating a paradigm shift in thinking that allows for the traditional and the virtual to come together successfully
- Expanding physically and virtually in a way that ensures success
- How to meet the needs of our students in a synchronous environment
- Understand and use data in meaningful ways to increase student achievement
- Keeping up with ever changing technology while respecting security issues

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The DoDEA Virtual High School views this self-assessment as a reflective tool which serves as a starting point to direct ongoing efforts to increase student achievement and adapt our courses and course offerings to meet the needs of students. We embrace the process as a guide to begin a dialogue to work our way through our school improvement initiatives. It enables us to build an all important framework for thinking. It shapes our actions and provides a roadmap for what we will be doing.

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision and Purpose				
1.1 Establishes a vision for the school in collaboration with its stakeholders			✓	
1.2 Communicates the vision and purpose to build stakeholder understanding and support			✓	
1.3 Identifies goals to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the school, its students, and the community			✓	
1.5 Ensures that the school's vision and purpose guide the teaching and learning process			✓	
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance and Leadership				
2.1 Establishes policies and procedures that provide for the effective operation of the school			✓	
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school			✓	
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations			✓	
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness				✓
2.5 Fosters a learning community			✓	
2.6 Provides teachers and students opportunities to lead			✓	
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership		✓		
2.8 Controls curricular and extracurricular activities that are sponsored by the school		✓		
2.9 Responds to community expectations and stakeholder satisfaction		✓		
2.10 Implements an evaluation system that provides for the professional growth of all personnel				✓
3. Teaching and Learning				
3.1 Develops and implements curriculum based on clearly defined expectations for student learning				✓
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices			✓	
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice				✓
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity				✓
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Provides for articulation and alignment between and among all levels of schools			✓	
3.8 Implements interventions to help students meet expectations for student learning			✓	
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning				✓
3.10 Provides comprehensive information and media services that support the curricular and instructional programs			✓	
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program				✓
4. Documenting and Using Results				
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free			✓	
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning			✓	
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes			✓	
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance			✓	
4.5 Communicates the results of student performance and school effectiveness to all stakeholders			✓	

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness			✓	
4.7 Demonstrates verifiable growth in student performance			✓	
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			✓	
5. Resource and Support Systems				
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities			✓	
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)			✓	
5.3 Ensures that all staff participate in a continuous program of professional development			✓	
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school			✓	
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement			✓	
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system			✓	
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants			✓	
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders			✓	
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning			✓	
5.10 Provides appropriate support for students with special needs			✓	
6. Stakeholder Communications and Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Has formal channels to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school		✓		
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders			✓	
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement 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)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning			✓	
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals			✓	
7.5 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	