# Self Assessment for Digital Learning Schools

# DoDEA Virtual High School

## New York/Virginia/Puerto Rico District

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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.

# Standard 1: Purpose and Direction

The institution maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating:  3.0

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.1 | The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment. | The institution'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 in the digital learning environment. | •Minutes from meetings related to development of the institution's purpose<br><br>•Purpose statements – past and present<br><br>•Examples of communications to stakeholders about the institution's purpose (e.g., website, newsletters, annual report, student handbook)<br><br>•Documentation or description of the process for creating the institution's purpose including the role of stakeholders<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.2 | Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. | Commitment to shared values and beliefs about online teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and personnel. Challenging and adaptable educational programs and equitable learning experiences are implemented so that all students achieve digital literacy, learning, thinking and life skills necessary for success. Evidence indicates a commitment to instructional practices in the digital learning environment that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Leadership and personnel share high expectations for professional practice of digital education. | •Documentation that overviews methodologies used in the institution, instructional practices and expected outcomes<br><br>•Institution philosophy about online teaching and learning<br><br>•The institution's statement of purpose<br><br>•Agendas and/or minutes that reference a commitment to the components of the institution's statement of purpose<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.3 | Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning. | Leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions of the digital environment that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student and institution performance. The profile contains analyses of data used to identify goals for the improvement of achievement and online instruction that are aligned with the institution'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 instruction is available and | •Historical data about implemented processes and systems<br><br>•The institution continuous improvement plan<br><br>•The institution data profile<br><br>•Agenda, minutes from continuous improvement planning meetings<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | 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.**

Despite the number of changes the Dodea Virtual High School(DVHS) has undergone in the past five years, we remain committed to fulfilling our purpose and vision in a dedicated, sustainable manner.  The DVHS vision is embodied in the acronym VIRTUAL which emphasizes versatility, interactivity, relevance, 21st Century skills, consistent feedback, and formative and summative assessments. We have clearly defined expectations for student learning which are aligned with our vision, fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness.  Our vision guides allocations of time as well as human, material, and fiscal resources. All of these are clearly focused on student success in the digital learning environment.  The DVHS has added a motto this year that serves as a reminder of who and what we represent: One Mission, One Vision, One School.

Additionally, we work in a culture that is based on shared values and beliefs, one that supports challenging, equitable and adaptable digital educational programs and learning experiences for all students.  Beyond this, the DVHS culture emphasizes the achievement of learning, thinking, and life skills for both students and teachers.  Our commitment is ongoing.

The evidence indicates the DVHS has a commitment to instructional practices in the digital learning environment that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.  Finally, our leaders at all levels require the use of a documented, systematic continuous improvement process for improving student learning and the conditions in the digital environment that support learning.

Our Continuous School Improvement(CSI) process is such that all stakeholder groups who can (given the constraints of our system) work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. All improvement goals have measurable performance targets, and the process includes action planning that identifies measurable objectives, strategies, activities, and resources for achieving all improvement goals. Our personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed regularly and documentation that the

process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.

In order to maintain our strengths, our focus has been on continuous professional development to increase teacher effectiveness, the use of data to understand and increase student achievement, and keeping our vision is at the forefront across our school.

Our challenges center around three primary areas. The first is communicating well with all of our stakeholders. One aspect of this challenge is the restrictions placed upon us by our system because we are not allowed to survey parents and students for feedback. This challenge has been addressed, in part, by the revision of the CSI Local Assessment prompt which now directs students to respond in such a manner that they provide us with feedback about their understanding of and connection with an online learning forum. The second challenge is the full utilization of our learning management system for communicating information with our system.

Moving all of our school information from the previous learning management system, Blackboard to a new learning management system, Schoology, has also been a challenge. However, our Instructional Designers, administration, and teachers have worked together to move the information as smoothly as possible. We foresee that the movement will be completed before Blackboard is no longer available to us. The third challenge is that the DVHS is physically located in three separate hubs in three separate time zones. This challenge has been continually addressed through cross-hub meetings, cross-hub professional development, cross-hub collaboration, and even the creation of a new motto this year: One Mission, One Vision, One School. The awareness of a shared culture, vision, purpose, and direction is embedded and becoming more and more evident throughout our school.

# Standard 2: Governance and Leadership

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

Overall Rating:  3.75

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.1 | The governing authority establishes policies and supports practices that ensure effective administration of the institution. | Policies and practices clearly and directly support the institution's purpose and direction and the institution's effective operation within the digital learning environment. The institution has a systematic, inclusive and comprehensive process and clearly defined criteria for the review and approval of contracts and agreements with external course, instruction and/or service providers. Policies and practices require and have mechanisms in place for monitoring effective online instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth that include professional practice of digital education for all personnel. The institution has clear policies and practices for maintaining safe and secure digital and onsite environments and has shared these expectations with all stakeholder groups. Policies and practices provide clear requirements, direction for and oversight of fiscal management. | •Institution handbooks<br><br>•Communications to stakeholder about policy revisions<br><br>•Student handbooks<br><br>•Policy for selecting course, instruction and service providers<br><br>•Governing authority policies, procedures and practices<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.2 | The governing authority operates responsibly and functions effectively. | The governing authority has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest. Governing authority member(s) are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing authority and member(s) and professional practice of digital education. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility. The governing authority complies with all policies, procedures, laws and regulations and functions for the benefit of the institution. | •Governing authority training plan<br><br>•Communication plan to inform all personnel on code of ethics, responsibilities, conflict of interest<br><br>•Governing code of ethics<br><br>•Assurances, certifications<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.3 | The governing authority ensures that the leadership has the autonomy to meet goals for achievement and online instruction and to manage the continuous, digital operations effectively. | The governing authority consistently protects, supports and respects the autonomy of leadership to accomplish goals for achievement and online instruction and to manage the continuous, digital operations of the institution. The governing authority maintains a clear distinction between its roles and responsibilities and those of leadership. | •Institution continuous improvement plan<br><br>•Agendas and minutes of meetings<br><br>•Roles and responsibilities of institution leadership<br><br>•Maintenance of consistent academic oversight, planning and resource allocation<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.4 | Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction. | Leaders and personnel deliberately and consistently align their decisions and actions with professional practices of digital education and toward continuous improvement to achieve the institution's purpose. They encourage, support and expect all students to be held to high standards in all courses of study and in digital literacy. All stakeholders are collectively accountable for the student experience, student engagement and learning in the digital environment. Leaders 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 within the digital learning environment among all stakeholders. | •Academic policies and practices<br><br>•Examples of decisions aligned with the institution's statement of purpose<br><br>•Examples of collaboration and shared leadership<br><br>•Examples of decisions in support of the institution's continuous improvement plan<br><br>•Digital literacy requirements for students<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.5 | Leadership engages stakeholders effectively in support of the institution's purpose and direction. | Leaders communicate effectively with appropriate and varied representatives from stakeholder groups consistent with professional practice of digital education. Leaders provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on continuous improvement efforts and provide and support meaningful leadership roles for stakeholders. Leaders' efforts result in measurable, active stakeholder participation; engagement in the digital learning environment; a sense of community; and ownership. | •Examples of communication with stakeholder groups<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.6 | Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success. | The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning. | •Supervision and evaluation documents with criteria for improving professional practice and student success noted<br><br>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation<br><br>•Governing authority policy on supervision and evaluation<br><br>•Representative supervision and evaluation reports<br><br>•Job specific criteria<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.7 | The governing authority establishes and assesses policies and procedures for validating the authenticity of student performance, defining expectations for student engagement and course completion, awarding course credits and grades, and governing graduation requirements if issuing a diploma. | The institution implements established policies and procedures through multiple, documented methods to verify authenticity of student work on key assessments per course. The institution collects, monitors and evaluates data on student engagement that includes the frequency of student logins, time spent on coursework, student achievement of course requirements and course completion results. The institution has evidence that the criteria for awarding grades, credits and/or the diploma are research-based and comparable to state or national norms. The institution has evidence that policies, procedures and criteria are reviewed and updated. | •Course grading summaries<br><br>•Grading requirements and practices to include grading scale and teacher grading expectations<br><br>•Course completion and passing rate reports<br><br>•Transcript review processes<br><br>•Student course expectations<br><br>•Credit transfer policy and procedures<br><br>•Policies related to student authenticity of work, student integrity code, proctoring, student behavior and plagiarism<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.8 | The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose. | All operating procedures of the institution are clearly supported by truthful and ethical practices. All communications to all stakeholder groups consistently provide truthful, accurate, clear, timely and relevant information. | •Grievance policy and practices<br><br>•Website<br><br>•Admissions policies and procedures<br><br>•Marketing campaign artifacts to include brochures, advertisements, signage and direct mail pieces<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

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 DoDEA Headquarters personnel whose areas of expertise include school improvement, curriculum, research and evaluation, SPED, and counselors.  The DVHS leadership allows for educational opportunities for all students; it strives to meet their needs by creating different calendars, having flexibility with due dates as well as supporting teacher availability across time zones. Shared responsibility is encouraged within the school, i.e. SILT, Department Chairs; and school leaders are advocates for the school's vision and improvement efforts. The following are additional ways leaders and personnel deliberately align their decisions and actions with professional practices of digital education to ensure the purpose of the DVHS is achieved on multiple levels:

-School leaders encourage and support collaboration and the sharing of best practices.

-Administrators support teachers at their local hub and across times zones to other hubs.

-Administrators provide teachers autonomy to do what needs to be done in the classroom/course.

-The administrators are supportive of each other and function as a team (i.e. conducting weekly administration meetings, regular communications via multiple channels).

-Local administrators attend and participate in trainings and meetings with their brick and mortar peers, creating a network of support and a partnership in our mission to educate all DoDEA students.

-A strong partnership is in place with the teacher elected FEA union representative and administration; there is regular meaningful communication and opportunities for input (i.e. faculty agenda preview).

-Resources are provided for teachers who need the support or request resources to enhance their course.

-Administrators listen to teachers and instructional designers to implement a rich curriculum.

-There is flexibility to work within the system to make necessary changes to the curriculum to help and support student success.

-All students are required to participate in the Student Orientation to better prepare them for online learning.

-Summer school courses are available to assist students accelerating and for students who may need the course for recovery.

-Additional course offerings are available as six week versus nine week course work for students who have been expelled from school.

-This year a formalized teacher mentor program has been initiated for new teachers to DoDEA/DVHS.

-The leadership allows for teacher flexible works schedules on and off site to best meet the needs of student learning.

-The leadership also allows for instructional designer flexible schedules on and off site to best meet the needs of student learning and teacher needs.

-Teachers participate in a Professional Learning Community utilizing the learning management system.

-There is continuous evaluation of student needs for course offerings and adjusting course offerings. Next school year there are plans to add Advancement Via Individual Determination(AVID) and College Entrance Prep.

-Out-of-sequence courses are offered to accommodate student needs to obtain the necessary credits for graduation.

With the dissolution of the Virtual School Task Force, the DVHS must find ways to engage all stakeholders in the shaping of decisions. Other areas of concern are the collection of data from students to assist with student success and putting into place procedures and resources to maintain academic integrity.

The DVHS is a DoDEA Headquarters asset and the system's school which motivates us to maintain our areas of strength. There will be a continued focus on the process of uniformity in look and feel across all classes in Schoology as well as continuing to explore and implement new ways to communicate with all schools.

The DVHS understands well the need to explore additional ways to obtain viable stakeholder feedback; add semester courses to the CSI Local Assessment; acquire academic integrity programs that will function in Schoology; and promote the use of best practice strategies for test taking security.

# Standard 3: Teaching and Assessing for Learning

The institution's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating:  3.0

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.1 | The curriculum provides equitable and challenging academic content and authentic 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 real-life learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. | •Representative samples of student work across curriculum <br><br>•Course catalog including prerequisites <br><br>•Descriptions of instructional methodologies and techniques <br><br>•Course syllabi with learning expectations <br><br>•Course enrollment patterns <br><br>•Teacher expectations <br><br>•Course of study <br><br>•Course learning guides <br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.2 | Curriculum, instruction and assessments are designed, monitored and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of digital education. | Using data from student assessments and an examination of professional practice, personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. There is a process in place that requires the use of multiple measures, including formative assessments, to assess that student mastery and demonstration of learning is consistent with course objectives, inform the ongoing modification of instruction and provide data for possible curriculum revision. There is also a process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised. | •A description of the systematic review process for curriculum, instruction, and assessment <br><br>•Products – scope and sequence, curriculum maps, syllabi <br><br>•Assessment overview and results <br><br>•Curriculum revision process <br><br>•Curriculum guides <br><br>•Common assessments <br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.3 | Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and student achievement of learning expectations. | All teachers use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers plan and use online delivery and instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines. Student collaboration is evident throughout the instructional program and is incorporated in most courses or curricular areas.  Teachers monitor student progress, provide feedback that is specific and immediate and provide instructional strategies and interventions that address student learning needs. | •Examples of teacher communication and feedback with students<br><br>•Teacher expectations and evaluation criteria<br><br>•Professional development focused on professional practice of digital education<br><br>•Recordings of synchronous learning sessions<br><br>•Examples of student use of technology and media resources in their coursework<br><br>•Interdisciplinary projects<br><br>•Agenda items addressing professional practice of digital education<br><br>•Examples of teacher use of technology and media resources in their teaching practices<br><br>•Findings from course audits and observations<br><br>•Authentic assessments<br><br>•Student work demonstrating the application of knowledge<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.4 | Leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | Leaders formally and consistently monitor teachers' instructional practices through supervision and evaluation procedures to ensure that they are aligned with the institution's values and beliefs about online teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, use content-specific standards, and use professional practice of digital education. Leaders use data about instructional effectiveness and student learning as part of the supervision and evaluation process. | •Recognition of teachers with regard to professional practice of digital education<br><br>•Curriculum guides<br><br>•Curriculum maps<br><br>•Examples of improvements to instructional practices resulting from the evaluation process<br><br>•Peer or mentoring opportunities and interactions<br><br>•Reports containing classroom evaluation data<br><br>•Administrative classroom audits and observation protocols<br><br>•Supervision and evaluation procedures<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.5 | Professional and support personnel participate in collaborative learning communities to improve instruction and student learning. | A formal accountability process ensures that collaborative learning communities exist. All professional and support personnel participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across curricular departments and/or levels. The professional and support personnel have been trained to implement a formal process that promotes discussion about student learning. Learning from and using the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most personnel. Personnel indicate that collaboration causes improvement results in online delivery, instructional practice and student performance. | •Examples of improvements to content and instructional practice resulting from collaboration<br><br>•Examples of cross curricular projects, interdisciplinary instruction and classroom action research projects<br><br>•Common language, protocols and reporting tools<br><br>•Calendar/schedule of learning community meetings<br><br>•Recordings of synchronous collaboration sessions<br><br>•Agendas and minutes of collaborative learning committees<br><br>•Peer coaching guidelines and procedures<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.6 | Students work in a digital learning environment that supports success in learning expectations. | The content management system (i.e., learning management, student management or course management system) drives the comprehensive instructional program, connects students with multiple digital resources and tools and supports students in achieving learning expectations. Course navigation is logical and coherent. Exemplars are provided to guide and inform students. The institution assesses the effectiveness and measures the reliability of the digital content management system. Personnel use data results to make certain that the management system is responsive to student learning needs. | •Documentation about how technology system implementation and changes are made<br><br>•Examples of learning expectations and standards of performance<br><br>•Course navigation flowchart<br><br>•Examples of assessments that prompted modification in instruction<br><br>•Samples of exemplars used to guide and inform student learning<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.7 | Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning. | Personnel are engaged in mentoring, coaching and induction programs that are consistent with the institution's values and beliefs about teaching, learning and the conditions that support learning in the digital learning environment. Induction programs include expectations, online teaching and learning methodologies and the use of specified technology systems. Mentors, coaches and trainers have expertise in the professional practice of digital education. These programs set expectations for all personnel and include measures of performance. | •Descriptions and schedules of mentoring, coaching and induction programs with references to institution beliefs and values about teaching and learning<br><br>•Professional learning calendar with activities for instructional support of new personnel<br><br>•Descriptions of instructional methodologies<br><br>•Mentor/coach expectations<br><br>•Records of meetings and synchronous course observations<br><br>•Personnel manuals with information related to new hires including mentoring, coaching and induction practices<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.8 | The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family. | Programs that engage families in meaningful ways in their children's education are designed and implemented. Processes are in place to encourage families to contact teachers, administrators and personnel members in support of their children's learning. Personnel regularly inform families of their children's learning progress through timely progress reports and ongoing communication. For adult students, the process provides the students with specific and timely feedback about their learning. | •List of varied activities and communications modes with families and adult students (e.g., information portal, websites, newsletters, parent meetings, open house, social media, emails)<br><br>•Calendar outlining when and how families are provided information on child's progress<br><br>•Parental/family/adult student involvement plan including activities, timeframes and evaluation process<br><br>•Communication logs<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.9 | The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student's digital educational experience. | Personnel participate in a structure that gives them consistent interaction with individual students, allowing them to build strong relationships throughout the student's educational experience. All students may participate in the structure. The structure allows personnel to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, life skills and safety within the digital learning environment. | •Description of formal adult advocate structures<br><br>•Recordings of synchronous sessions with adult advocate<br><br>•Communication logs<br><br>•List of students matched to adult advocate (e.g., advisory rosters, homerooms, caseloads)<br><br>•Curriculum and activities of formal adult advocate structure<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.10 | Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills and are consistent across curricular departments, levels and courses. | Teachers 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 consistently across departments, levels and courses. Stakeholder groups are informed of the policies, processes and procedures. The policies, processes and procedures are regularly evaluated. | •Sample report cards and progress reports for each grade level and for all courses<br><br>•Evaluation process for grading and reporting practices<br><br>•Sample communications to stakeholders about grading and reporting<br><br>•Policies, processes and procedures on grading and reporting<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.11 | Professional and support personnel participate in a continuous program of professional learning. | All professional and support personnel participate in a continuous program of professional learning that is aligned with the institution's purpose and direction. Professional development is based on an assessment of needs of the institution and supports professional practices in digital education, including student engagement, cyber bullying and academic integrity. The program builds capacity among all professional and support personnel. The program is systematically evaluated for effectiveness in improving online delivery and instruction, student learning and the conditions that support learning in the digital environment. | •Evaluation tools for professional learning<br><br>•Crosswalk between professional learning and institution purpose and direction<br><br>•Results of evaluation of professional learning program<br><br>•Schedules and agendas of professional learning activities<br><br>•Brief explanation of alignment between professional learning and identified needs<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.12 | The institution provides and coordinates learning support services to meet the unique learning needs of students. | 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). Personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences and personality type indicators) and provide or coordinate related learning support services (such as tutoring, digital resources and online success strategies) to all students. | •List of learning support services and student population served by such services<br><br>•Examples of communication and services provided to student populations with special needs<br><br>•Recordings of synchronous tutoring and support services sessions<br><br>•Data used to identify unique learning needs of students<br><br>•Training and professional learning related to research on unique characteristics of learning<br><br>•Examples of implementation of student success strategies<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | 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.**

The DoDEA Virtual High School(DVHS) by its nature promotes active involvement of student learning by using diverse learning opportunities and a wide variety of information and interactive multimedia services via synchronous and asynchronous delivery. The learning management system(LMS) allows teachers to facilitate and maximize student learning by presenting the curriculum in multiple ways. Content is represented in various formats including text, audio, and video. Instructional methods like interactive tutorials, web-conferences, discussions, and writing logs as well as the use of formative and summative assessments promote authentic learning and active involvement in a student's preferred learning style.

The school uses standard, consistent and relevant course curriculum to deliver virtually the same learning experience to all enrolled students. When individual learning differences require curriculum modification (i.e., IEP or 504 plan), the DVHS administrative and counseling teams are actively involved with students, parents and teachers to ensure the curriculum provides equitable and challenging academic content and authentic learning experiences. Because all DVHS courses are delivered via the LMS, which currently is Schoology, each student has 24 hour access to resources and instruction developed by teachers as well as the resources selected by teachers. The LMS also provides the capability for each student to have an electronic learning portfolio via the gradebook, blogs, and wikis. Students, teachers, counselors and administration all use the LMS as the "meeting point" for instruction, communication and discussion. Students, parents, sponsors, teachers, facilitators, counselors and administrators have access to the course descriptions, student expectations, syllabi, objectives, and standards.

Teachers engage students via a variety of strategies and teaching methods. These include differentiated instruction, research supported best practices, interactive multimedia, and application of the CSI recommended initiatives. Teachers use feedback, summary writing, higher-order thinking skills, and the 6 Traits of Writing to engage students in learning. DVHS teachers provide opportunities for students to apply

knowledge to real world situations and give students feedback so they may improve. Teachers provide opportunities for students to apply mastery learning by providing them with grading rubrics attached directly to the assignment submission area in the LMS.

The DVHS gathers, analyzes, and uses data by regularly examining testing results. The CSI process ensures that we implement best teaching practices based on a review of all data available to the school. Selection of the instructional strategies is based on a consensus of all teachers. The instructional strategies and the assessments all support expectations for student learning. The DVHS staff, counselors and administration monitor the school climate and take appropriate steps to ensure that it is conducive to student learning. Best practices are shared during department meetings, CSI working group meetings, faculty meetings, training workshops and synchronous quick tip sessions.

Teachers are formally evaluated annually by an administrator. Administrators divide the teachers based on departments. Teachers at the Americas Hub are evaluated using the Department of Defense Domestic Elementary & Secondary Schools(DDESS) process which requires standard logs and criteria per teacher. Teachers located at the Europe and Pacific Hubs use the Department of Defense Dependents Schools(DoDDS) process which requires them to submit annual Personal Growth Plans(PGPs) which are focused on a specific area of desired improvement.

With the change to a new LMS (Schoology), our courses are more transparent than ever before. Unlike a traditional "brick and mortar" classroom, where an administrator or classroom visitor (or even a student) might not know exactly what topics or activities are being discussed over the course of a day, week, or even a month, our courses are in essence our "lesson plans".  Students can see the content in its entirety, and all quizzes, tests, or projects associated with those lessons. Teachers supplement the course content with materials that go more in-depth about the topic or reading material or provide links to videos or other media to help enhance the lessons. Both administrators and teachers use available data to evaluate progress. With the addition of the "ORID" tool, we are able to take a closer look at our data and identify areas of weaknesses and strengths.

The DVHS teachers and staff have always participated in formal and informal professional learning communities since the inception of the DVHS. We are the only virtual school in the DoDEA system so relying on one another and pooling our knowledge is how we have come to do business. Utilizing and building on local expertise has been a dynamic that has served the DVHS well. These interactions and activities have resulted in improvements to courses and the school community as a whole. Examples of staff collaboration resulting in course improvements include implementation of a Module 0, which presents the course expectations, policies, and procedures in a uniform way throughout all DVHS courses. These Module 0 activities act as a complement to the overall orientation all students complete before beginning an online course. The course Common Assessments are delivered uniformly across the school as well since becoming a part of the Module 0.

Resources and opportunities to collaborate are offered via synchronous means (Adobe Connect web conferencing, Summer Training Workshop) and also asynchronous tools offered through Schoology, such as discussion boards and sharing via our group Resources section. These allow us to communicate and work together across hubs and time zones. DVHS teachers offer best practices for use of programs such as Schoology and can also offer suggestions for Adobe Connect Quick Tip sessions. During this school year, teachers will have an opportunity to focus on best practices and our needs as virtual educators by using the text The Art and Science of Teaching by R. Marzano. The Professional Learning Community(PLC) will choose specific topics from the book (offered at no charge through our online library). Teachers may also elect to earn college credit for their participation. The University of San Diego's "Project READ" includes the Marzano book on their selected reading list.  We will utilize the available synchronous/asynchronous tools to allow all staff members to participate in this reading group and collaborative sessions.

Fall of 2014 marked the launch of a new LMS, Schoology, which is utilized not only by the DVHS but also is available to all DoDEA schools. There continues to be 24-7 access to our online learning tools, course content and activities, and our instant messaging tool, Spark. All staff members received training in the basics of using this new LMS during our summer workshop (August, 2014) as well as periodic "Quick Tips"

sessions delivered to the entire staff via Adobe Connect, which are recorded and archived. Consequently, 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. Students and staff have access to specific Online Media Services that are supplied by DoDEA. The school leadership is supportive of the faculty in investigating various strategies and programs for improved and enhanced instruction. As we utilize the LMS on a daily basis, we are able to communicate challenges and suggestions to our ID staff; and we have seen improvements come from our suggestions.

Over the last five years the DVHS has grown exponentially. The total number of faculty and staff has increased to accommodate the total enrollments which have more than tripled. One of the biggest challenges we have encountered is that as new teachers have been hired, they must quickly be initiated into their instructional roles. Prior to this year, teachers were informally mentored and coached by the colleagues in their hubs and departments. Often teachers would shadow a colleague for a few days, and this served as a way for them to make the shift from the face-to-face classroom to a virtual classroom.

After the DVHS conference in August 2014 a more formal mentor program was discussed and is being piloted this year. There are eight veteran faculty volunteers mentoring eight newly hired faculty members. Mentors are working one-on-one with their mentees to provide support via mentoring, coaching, and induction. The philosophy behind this approach is to assist with the practical aspects of being a virtual school teacher and also provide instructional support. Additionally, the mentor works with the mentee to share the background and insight into the CSI assessment processes and interventions as they relate to the DVHS mission and vision. In conjunction with the mentoring program, new faculty members have the opportunity to acquaint themselves with policies and procedures of the DVHS by viewing the DVHS Training Center resource.

Lines of communication between the school administrators, faculty, students, parents, and other 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 shows due dates, points possible, and current grade average. Progress reports are regularly sent to parents via email. Teachers include pertinent comments which can clarify the nature of assignments, the reason a student's grade may be lower than expected, upcoming assignments or deadlines, and how they may improve or raise the grade. All grade averages are updated once a week in order to ascertain athletic eligibility. Mid-quarter and end quarter reports are sent to all parents. E-mail communications between teachers and parents is widely and regularly used. Some teachers send Welcome letters to parents introducing students to the course and explaining expectations of online learning. A messaging system is built into the learning management system, and messages are exchanged between teachers and students regularly, and frequently at times outside of the normal school day.

An Instant Messaging system, Spark, is used between students and teachers to facilitate learning during and after school hours. The first edition of the school newsletter, Synched, was published in January 2010. It is published regularly and contains information regarding upcoming events, important dates regarding registration, acceleration, and grading cycles. Students complete an orientation at the beginning of the school year which entails expectations of online learning and how to use the learning management system. The DVHS school website is regularly updated and improved. Telephone and VTC conferences are available to parents.

Within Schoology, students are linked/associated with their facilitators and advisors. Facilitators were provided job aides and specific Schoology instructions to guide them through the new LMS login and access. There were also specific instructions sent to facilitators explaining the advisor role in Schoology. DVHS teachers keep the facilitators abreast of course expectations and procedures on a consistent basis with email contact groups. Non DoDDS School Program(NDSP) students have parent/guardians serving in the advocate role along with a dedicated DVHS staff member serving as a facilitator. Parent accounts are available for facilitators/parents in GradeSpeed for 24/7 access to student progress. DVHS teachers meet with facilitators in person and/or over video web conference.

The DVHS Forum within Schoology, previously in Blackboard, provides a centralized resource for facilitators. Included here are announcements, course offerings, teacher contact information and newsletters. The DVHS plans to continue essential training and support to our facilitators through this well-established group. There is a discussion area where facilitators and other stakeholders can ask questions.

The entire staff uses the required DoDEA grading scale in all courses. We have an online grading system where students and parents may access their grades at any time. As a result, students are able to continually monitor their progress.

While all teachers adhere to the DoDEA grading scale, there is individual variation in grading and late work policies. Per DoDEA policy, teachers are required to have a minimum of one recorded grade per week. Many DVHS teachers send progress reports for all students on a weekly basis to parents, students and facilitators. Teachers continually communicate their specific polices with parents, students and other stakeholders throughout the year.

The DVHS provides and coordinates a variety of learning support services to meet the unique learning needs of students. DVHS students are located on several continents in many countries across different time zones. Teachers accommodate students by working outside of a regular scheduled school day in offsite locations. As a result, students are able to meet with their teachers during their regularly scheduled class time, while teachers adjust and work in the early morning, late evening or middle of the night.
Students receive Special Education(SPED) services based on Individual Educational Plans(IEPs). These are modified as needed to accommodate students working in an online environment. To further support students with 504s or IEPs, DVHS ensures that a DVHS counselor is assigned to each student. English as a Second Language(ESL) interventions are also used regularly on an individual basis as needed. These counselors work closely with the students' host school counselors to ensure that students have every opportunity to be successful in their DVHS classes.

The DVHS supports a unique program, the Non DoDDS School Program (NDSP), aimed at ensuring that DoDEA qualified students moving outside of a DoDEA school district are still able to earn high school credits that count toward graduation. The NDSP Program allows students located in countries without Department of Defense Schools (ex: Australia, Africa) to fulfill academic requirements for receiving a DoDEA diploma which allows them access to American colleges and universities.

Teachers conduct web conferencing sessions with students based on their specific learning needs and learning styles. The DVHS counselors work with students, parents and teachers to tailor a schedule of classes that will enable the student to earn regular or AP credits needed for the student's next phase in life. DVHS services gifted students by offering a wide variety of AP courses and advanced level courses in all content areas. Recommendations include increasing teacher awareness of students needing ESL interventions and 504 Plan support. As a school, we can consider providing professional development opportunities and resources for understanding diverse learning styles and needs in the virtual school environment.

Looking forward, students should continue to begin their DVHS experience with the Student Orientation. Newsletters and the website should continue to grow and provide families with essential information about students' progress.  The DVHS plans to build upon the current mentoring program. Also, we hope to facilitate teacher peer engagement by building upon the newly created DVHS Professional Learning Community as this is a great interactive space for teacher collaboration and sharing. We will continue to work toward developing cohesive departmental grading policies as well as using data more frequently and effectively in our classes.

As for our challenges, Schoology is an LMS developed with the student experience at the forefront but features such as a plagiarism checker and password-protected tests are needed. Teachers have come up with alternate ways of attempting to increase integrity in their courses. Responses to these challenges have included altering test and quiz question types, integrating project-based learning, and using test pool features to discourage student cheating and sharing of answers. These methods have seen some good outcomes, but are time consuming.

Improvements to the LMS by Schoology are ongoing. Creating a Parent Group within the learning management system and possibly creating an Observer Role would be an optimal way of allowing parents to receive additional information regarding the course, such as pacing, assignments, due dates, and specific communication teachers are making with students.

# Standard 4:  Resources and Support Systems

The institution has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating:  4.0

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.1 | Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success in the digital learning environment. | Clearly defined policies, processes and procedures ensure that leaders have access to, hire, place and retain qualified professional and support personnel. Roles and responsibilities are clearly defined and documented to support effective delivery of quality education. Leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the institution's purpose, educational programs, delivery of online instruction and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the institution. | •Policies, processes procedures and other documentation related to the hiring, placement and retention of professional and support personnel<br><br>•Assessments of staffing needs<br><br>•Institution budgets for the last three years<br><br>•Documentation of highly qualified personnel<br><br>•Documentation of student to teacher ratios<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.2 | Technology system resources, instructional resources, student support resources and fiscal resources are sufficient to support the purpose and direction of the institution and student success in the digital learning environment. | Technology, instructional, student support and fiscal resources are focused solely on supporting the purpose and direction of the institution and student success in the digital learning environment. Requirements for student engagement and course completion are fiercely protected in policy and practice. Leaders exhaust every option to secure student support resources and fiscal resources to meet the needs of all students. Leaders measurably demonstrate that technology support systems, instructional resources, student support resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of online delivery and instruction and digital operations concentrate on achieving the institution's purpose and direction and student success. | •Alignment of budget with institution purpose and direction<br><br>•Technology system reliability reports<br><br>•Historical data about technology system implementation and changes<br><br>•Digital content management system reliability reports<br><br>•Reports related to course completion reports, graduation rates and achievement results<br><br>•Documentation about how technology system implementation and changes are made<br><br>•Examples of leadership efforts to secure necessary material and fiscal resources<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.3 | The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment. | Personnel implement a comprehensive process to assess the learning and safety needs of each student. The institution has a personalized plan to address the learning needs of each student who is not demonstrating success in the digital learning environment. The institution has procedures for monitoring internet safety in all programs and courses and safeguarding students from cyber bullying. Valid and reliable measures of effectiveness of support service programs are in place. Personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of all students. | •Overview of internet safety and cyber bullying education program<br><br>•Learning inventory tools and results<br><br>•Reports with student retention rates, course passing and completion rates and student engagement data<br><br>•Placement tests and results to include student course assignments<br><br>•Examples of student success plans<br><br>•Student 'netiquette' policy<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.4 | Students and personnel use a range of information, media and technology to support the educational programs. | Students and personnel have access to embedded information, media, and technology resources necessary to achieve the educational programs. Documented evidence shows that all students and personnel make judgments about the quality of information and media accessed online. The institution has systematic procedures for continuously reviewing, monitoring and approving internet-based sites and resources that support the educational programs. Qualified personnel are available to assist students with information retrieval and in the use of media and technology. | •Budget related to technology, media and information resource acquisition<br><br>•Directory of personnel contact information and availability to assist students and personnel in using technology and media and in finding and retrieving information<br><br>•Technology security and usage policy and practices<br><br>•Documentation of process for reviewing and rating media resources<br><br>•Instructional process for teaching students how to review and rate media sources<br><br>•Data on media and information resources available to students and personnel<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.5 | The technology infrastructure enables student success in learning expectations and the digital environment, supports innovation in curricular design and delivery of instruction and supports the operational conditions of the institution. | The technology infrastructure is state-of-the-art and meets the instructional, learning and operational needs of all stakeholders. Personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve innovation in curricular design and delivery of instruction, technology services and infrastructure. | •Technology plan and budget to improve technology services and infrastructure<br><br>•Assessments and results to inform development of technology plan<br><br>•Policies relative to technology use<br><br>•Overview of technology services and personnel<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.6 | Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment. | The institution's admissions process is personalized for each student. A personalized induction program is provided to each student. Information from the induction program is used to develop personalized support systems and academic plans for each student. The institution provides all students with an orientation of the technology and digital literacy requirements, learning resources and strategies for successful online learning. | •List of support services available to students(e.g., technology training, internet safety and cyber bullying education, tutoring and support in applying online learning strategies)<br><br>•Overview of student induction program<br><br>•Admissions policies and practices<br><br>•Enrollment packet<br><br>•Assessment system for identifying student learning needs<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.7 | The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students. | The institution has a systematic induction process and continuous procedures to identify the counseling, assessment, referral, educational and career planning needs of all students. Personnel provide programs for monitoring, advising and personalized planning for each student's success in the digital learning environment. The institution has a documented network of partnerships that are used as part of the academic program to meet individual student learning needs. Valid and reliable measures of program effectiveness are in place, and 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. | •Description of referral process<br><br>•Budget for counseling, assessment, referral, educational and career planning<br><br>•Description of IEP process<br><br>•List of extracurricular activities and services available to students related to educational and career planning<br><br>•List of services available related to counseling, assessment, referral, educational and career planning<br><br>•Agreements with community agencies for student-family support<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 4 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

As a function of the Department of Defense Education Activity (DoDEA) the DoDEA Virtual High School (DVHS) services all 46 secondary schools in the agency. The DVHS has the resources and services necessary to support the operations of a global virtual high school located in Europe, Asia and the United States. The Quantico, Virginia Hub includes a principal, district educational technologist, lead and support instructional designers, counselors, a special education specialist, and administrative staff.  Each hub also includes a local assistant principal and educational technologist.

The DVHS follows the recruitment and employment guidelines in accordance with the DoDEA policies and regulations.  Each staffing position is clearly defined by the established DoDEA staffing guidelines and complies with accreditation.  Only those educators who meet these rigorous standards and criteria are selected for the interview process.  All prospective applicants are interviewed by a unique committee consisting of administration, counselors, educational technologists and educator/staff members from a particular curricular area.  The DVHS is fully funded.

The DVHS utilizes the technological resources provided and supported by DoDEA.  All DVHS staff are provided with the necessary hardware and software to deliver the curriculum and provide an online learning platform of the highest quality instruction.  In addition to all necessary technical support and resources, educational materials within each curricular area are made readily available.  Fiscal resources are sufficient to sustain the needs of the DVHS.  Students enrolled in the DVHS use technological resources provided through DoDEA in their local schools.

The DVHS has two counselors and one special education specialist included within the Pupil Personnel Services (PPS) Department. These staff members provide, coordinate, and evaluate the effectiveness of support systems to meet the physical, social, and emotional needs of

the student population being served. The DVHS PPS Department also collaborates with all local school PPS Departments to better meet student needs.

IEP/504 Plans provide specialized education support to meet the unique needs of the student. The support may be through additional services and changes to the learning environment providing education at the level with other students. The DVHS has a special education coordinator that monitors and assists with the implementation of modifications and accommodations.

The Non DoDDS School Program(NDSP) has grown over the last five years. Initially, the DVHS was considered a viable option but now the DVHS has become a school of choice.   We started collaborating with the NDSP department in SY 10-11 as a supplemental option for this unique population. During this year five students were enrolled as a supplement to their international schools' curriculums. Of the total number of eight classes taken that year, only three classes were successfully completed. In SY 11-12, the number of students enrolled increased to 12 and classes taken totaled 21. This was the school year we became accredited and students could graduate with a high school diploma. Consequently, we became the primary provider of a few students' education. The success rate of completed classes rose to just below 58%, and we had our first four graduates. In SY 12-13, there were 18 students taking 41 classes with 65% of classes successfully completed. This was the first year for this population to enroll in AP courses. There were two graduates. In 13-14, there were 21 students taking 57 classes with 72% of classes successfully completed, including four AP courses. Currently, there are 23 students taking 64 classes three of which are AP. It's anticipated that three more students will graduate.

The DVHS incorporates technological resources to engage special needs students in the learning process in ways that meet their interests and needs. Students eligible for special education services have an Individual Education Plan (IEP) developed in conjunction with the student's local school. Students may receive 504 services with an Individual Accommodation Plan (IAP) or assistance through a Student Support Team intervention plan. The counselors provide student support through the DoDEA 504 Accommodation Plan to better serve students' needs, as well as coordination of 504 eligibility and termination meetings. The IEP and 504 plans are available through the secured Aspen database to appropriate staff members.

The PPS Department coordinates and administers testing, prepares transcripts, and assists students with the college application process. Students may be referred by teachers to the PPS department for academic, behavioral, or emotional issues. Parents may also be provided with information for local community resources. Services provided to students are documented and monitored in accordance with all applicable laws and regulations.

Teachers and students engage in the learning process utilizing interactive technologies in an asynchronous environment with synchronous support. These interactive resources include, but are not limited to, a learning management system, email, instant messaging, phone conferences, video tele-conferencing (VTC) technology, and web conferencing tools. These tools are utilized by teachers to facilitate instruction, provide relevant feedback on student work, maintain regular communication, and monitor and communicate student progress with all relevant stakeholders.

The DoDEA Virtual School uses a variety of information, media and technology to support educational programs. The DVHS incorporates all DoDEA secondary schools worldwide across many time zones. Various methods of communication and information delivery are utilized to facilitate the geographic and time zone challenges.  Technological capabilities that differ by school/student location provide unique challenges.

All necessary components of the DoDEA technology infrastructure are purchased and supplied through DoDEA headquarters. These include, but are not limited to, laptops/docking stations/monitors, a video telecommunications system, learning management system, online grading program, curricular software, telephones, printers, and copiers.          Computers are purchased by Headquarters with a three-five year warranty

and replacements are purchased before the warranty expires.  The DVHS supply clerk and educational technologist keep an inventory that provides the type, location, and warranty expirations for all computers.  All DVHS staff members are supplied with a laptop, docking station, 2 external monitors, and an external keyboard and mouse.   All laptops assigned to staff members are under warranty and less than five years old.  A virtual private network (VPN) and an internet protocol (IP) phone line are available to staff members to allow connections to the DoDEA network and office telephones outside of the school building. DoDEA maintains a list of software that is approved for instructional use on DoDEA computer systems.

Local schools are required to provide student computers with required software installed for the DVHS courses.   All hardware, software, and network are maintained through an Information Technology Department with a global help desk system to assist students and staff as needed.  Students complete a needs assessment at the end of each school year that is analyzed by administration to continuously improve curricular design, instruction, and the technology infrastructure.

Students have access to a variety of resources to support their success in a digital environment when enrolled in DVHS courses.  Student support begins during the enrollment request process. The PPS team collaborates with school personnel regarding each request, including but not limited to a review of previous records and conversations regarding each request.  The PPS team communicates directly with necessary school personnel to determine services required. IEP plans, 504 plans and medical conditions which have educational impact are reviewed through the DVHS SST team.  The DVHS PPS members attend IEP, 504 and other parent meetings, via telephone or online synchronous meetings fostering a strong support system for the student and the sponsor while raising awareness of the support opportunities afforded by the DVHS to the student/family.

Once enrolled, students have immediate access to direct communication with the course instructor as well as all technology necessary to function in the course.  Student progress is monitored by the PPS staff through the DoDEA online grading program.  The DVHS continues to implement best practices to enhance the support systems currently in place for students, while developing additional services and implementing cutting edge technology for the students and sponsors working within the DVHS digital environment. 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 DVHS provides effective and comprehensive pupil personnel resources in support of each DVHS student's enrollment in an online course.

Finally, in 2005, the Department of Defense Education Activity Online Summer High School Program was established to provide students who are at risk of not meeting graduation requirements the opportunity to replace a failing grade or fulfill a course requirement. Prior to 2012, the summer program was operated by a contracted vendor. In 2012, the DVHS was given the responsibility of managing the summer program. The summer school staff was selected from DoDEA face to face institutions as well as DVHS instructors.  Senior leadership from DoDEA Headquarters wanted to use the summer school program as a professional development opportunity for teachers.  Teaching in summer school would allow DoDEA instructors to cultivate the skills necessary to deliver digital content to students in an online or blended format.  Also, there was a sentiment that DoDEA teachers were better suited to understand the needs of our students.

The six week summer school format is designed for students to complete the equivalent of one semester course credit.  The program was expanded in summer 2013 to allow motivated DoDEA high school students the opportunity to continue learning throughout the summer and to earn "original credit" for identified semester courses. Original credit refers to a student's first attempt to earn a course credit. Because of the intensity of the program, students are advised to devote a minimum of 2-4 hours each day throughout the term.  This dedicated time will allow students to be fully engaged in learning activities, submit assignments, and complete course work.

# Standard 5: Using Results for Continuous Improvement

The institution implements a comprehensive assessment system that generates a range of data about student learning and institution effectiveness and uses the results to guide continuous improvement.

Overall Rating:  3.0

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.1 | The institution establishes and maintains a clearly defined and comprehensive student assessment system. | Personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and institution performance. The system ensures consistent measurement across digital classrooms, curricular departments and/or levels and courses. Most assessments, especially those related to student learning, are proven reliable and bias-free. The system is regularly evaluated for reliability and effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital environment that supports student learning. | •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and institution performance<br><br>•Evidence that assessments are reliable and bias-free<br><br>•Documentation or description of evaluation tools/protocols<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.2 | Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement. | Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support personnel. Data sources include comparison and trend data that provide a complete picture of student learning, online delivery and instruction, the effectiveness of programs and the digital learning environment that supports the student experience. Personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, online delivery and instruction, the effectiveness of programs, the organizational conditions of the institution and the digital learning environment. | •Examples of use of data to design, implement and evaluate continuous improvement plans<br><br>•List of data sources related to student learning, instruction, program effectiveness and conditions that support learning<br><br>•Written protocols and procedures for data collection and analysis<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.3 | Professional and support personnel are trained in the evaluation, interpretation and use of data. | All professional and support personnel are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data. | •Policies specific to data training<br><br>•Documentation of attendance and training related to data use<br><br>•Professional learning schedule specific to the use of data<br><br>•Training materials specific to the evaluation, interpretation and use of data<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.4 | The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and personnel consistently 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. | •Agendas/minutes of meetings related to analysis of data<br><br>•Description of process for analyzing data to determine verifiable improvement in student learning<br><br>•Examples of use of results to evaluate continuous improvement action plans<br><br>•Evidence of student readiness for the next level<br><br>•Evidence of student success at the next level<br><br>•Evidence of student growth<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.5 | Leadership monitors and communicates to stakeholders comprehensive information about student learning, the organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. | Leaders monitor comprehensive information about student learning, organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups. | •Sample communications to stakeholders regarding student learning conditions that support learning and achievement of institution improvement goals<br><br>•Executive summaries of student learning reports to stakeholder groups<br><br>•Leadership monitoring process of information about student learning, conditions that support learning and the achievement of institution improvement goals<br><br>•Communication plan regarding student learning, conditions that support learning and achievement of institution improvement goals to stakeholders<br><br>•Evidence/artifacts may be found at the Quality Assurance Review site in Schoology | 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.**

As a school, the DoDEA Virtual High School(DVHS) has implemented a comprehensive assessment system inclusive of local and standardized assessments to measure student learning and institutional performance. All students in year-long courses are currently given the pre- and post-CSI Local Assessment which measure student growth toward the two CSI goals. Next fall all courses including semester courses will be included in the CSI Local Assessment test delivery. Within each course the students take a teacher developed, standards-based Common Assessment administered as a pre- and post-assessment which measures student knowledge of the adopted course content standards. Advanced Placement(AP) scores are also used to measure DVHS students' performance which is compared to system wide and national performance in order to determine reliability and "next step" readiness.

The DVHS has established a system of assessments on a firm foundation of questions/assessments that are continually reviewed for reliability, validity, and bias. Each question in the CSI Local Assessment is a released National Assessment of Educational Progress(NAEP) question. The course Common Assessments have been developed to ensure that each of the standards adopted by DoDEA is covered within the course. In the AP courses, pre- and post- Common Assessments are created using released AP exam questions.

The DVHS faculty has received training in the DoDEA adopted ORID four step method data analysis and decision making process. An in depth training for the DVHS teachers was conducted during the summer institute of 2014. This is an on-going professional development area as the faculty continues to grow in both number and capacity to use data effectively and efficiently.  The Data Committee meetings are structured to support the ongoing use of data. Annually, AP teachers have been allotted early return professional development days which are ear marked specifically for data analysis. Using these systematic processes and procedures for collecting, analyzing, and applying the data allow teachers to develop and implement continuous improvement plans to ensure verifiable improvement. As our capacity to use data grows, the DVHS expects student outcomes to continue to improve. Our learner outcomes are improving and students are prepared for the
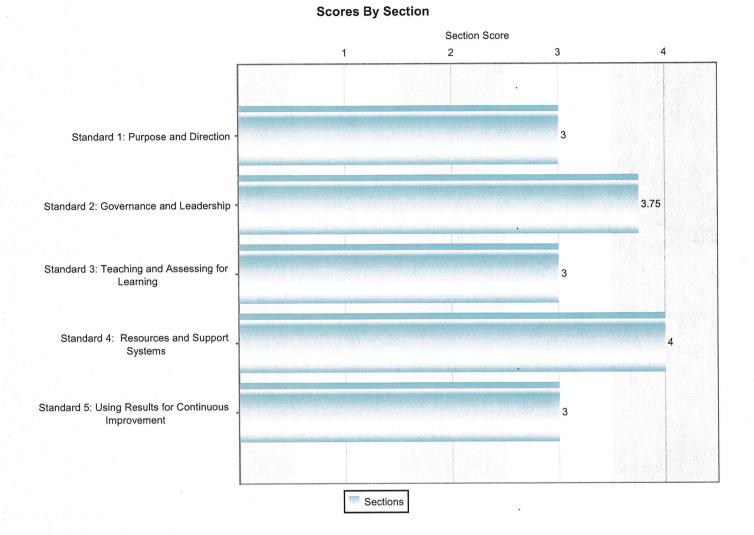
next level of learning.

While the DVHS has a solid assessment system and an effective data analysis process, the sharing of data across the school has been problematic due to geographic separation as well as the DoDEA policies and regulations in place to protect the privacy of our students and our military members. These policies prevent the free sharing of data that contains personally identifiable information(PII) via email and the web. It should be noted that the issue of our internal data sharing limitations also has affected our ability to report data outcomes to all stakeholders. We have worked closely with DoDEA HQ and IT to find a solution for this limitation so that data is easily shared with faculty.

The DVHS assessment system continues to be fully implemented in every course, but trend data is somewhat limited. The school made an important modification to the CSI Local Assessment beginning with SY 13-14. The previous assessments were embedded within the Common Assessment in each course. Upon reflecting on the assessment process, the school decided to develop a separate local assessment. SY 14-15 will be the second year of the current CSI Local Assessment. Additionally, some of the Common Assessments are being implemented for the first time this school year. Moreover, the Common Assessments, CSI Local Assessment, and AP data will provide an increasing amount of reliable and valid information for the DVHS to use in planning and implementing instruction.

To keep our strengths and to encourage the ubiquitous use of the ORID process, the DVHS will support the use of the "Best Practices Quick Reference" sheet so that teachers can hone their use of data and build individual continuous improvement plans. The concept of "ORID-ing" is becoming a definitive part of how the DVHS does business. To improve our weaknesses the DVHS will continue to work with DoDEA HQ IT to find a complete solution to how data can be shared. Additionally, this school year a Data Minute has been included in each faculty meeting and newsletter. The trend data will build as the DVHS continues to use the current assessments year to year as well as increase data mining within the AP website.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3.75

Standard 3: Teaching and Assessing for Learning — 3

Standard 4: Resources and Support Systems — 4

Standard 5: Using Results for Continuous Improvement — 3

Sections