



# **Accreditation Report**

**Rugby Public Schools**

**Rugby Public School District #5**

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# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Rugby Public School District has a current enrollment of 528 (2013-2014). The district is located in Rugby, ND, population 2900. Rugby is located in north central North Dakota and is the county seat of Pierce County.

Students in the RPSD are primarily white, English-speakers: 93% white; 4% Native American; 2% Hispanic; less than 1% African American. 29% of the school's population qualifies for free and reduced lunch; 12% qualify for Special Education services; and less than 1% qualifies for a 504 plan.

School district staff average fifteen years of experience in their respective fields.

The school district first opened in 1900 and has been accredited since 1915. There are two buildings in the district. The elementary building was built in 1965 and renovated in 2010; the high school was built in 1957 with the remodeling and expansion completed in 2012. There is also a private, Catholic K-6 school in the community.

The city has experienced several changes in the past three years including a significant expansion of the local grain elevator, a high school remodeling and addition, and various accessibility and expansion projects in other businesses and services. Currently, Rugby is in the midst of building a housing development, which will add about 60 housing units, including senior housing, single-family dwellings, and apartments.

RPSD serves a primarily agricultural area. With rural students come rural challenges and issues. Because the current farm economy is strong, the family farm is equally strong. Land values are increasing significantly. Housing prices are higher than usual, although house values are equalizing. There has been minimal impact on student enrollment from the oil fields to the west; however, the community has changed (housing, jobs, additional businesses, day care, etc.) Rugby's major employers include Heart of America Medical Center, Rugby Manufacturing, the school district, and Gooseneck Implement. The smaller communities served by the district include Balta, York, Orrin, Willow City, Barton, Esmond, and Knox.

The school must be creative in the types of classes offered, even though the number of teaching staff is similar to what it has been for the past ten years. There are currently six different distance learning classes offered at the high school via the ITV network and North Central Distance Learning Consortium.

Graduating class sizes remain stable at about 45. At the elementary school, additional teachers have been hired in the past two years to accommodate large class sizes. Student-certified staff ratio is about 10:1.

The district is served via Lonetree Special Education services.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### Mission Statement

"The Mission of the Rugby Public School District #5 is to foster personal and academic excellence in all students."

### Vision

"Through a unified effort of the school board, administration, faculty and staff, students, parents, and community, we will provide a safe environment in which a rigorous and comprehensive curriculum will challenge each individual to become lifelong learners with well-developed academic and life skills. We will cultivate in students the attributes of work ethic, self-reliance, sound character, respect of diversity, and social awareness that will allow them to become responsible citizens who will make positive contributions to society."

The mission statement and vision were created in 2007. We believe the district lives out its vision through

- a. unified effort: PLCs, late start/early release for PLCs and professional development, professional book studies with credit options, parent organizations (i.e. Music Boosters, Sports Boosters)
- b. safe environment: renovated school buildings (Ely's renovation is scheduled to begin in 2014), school resource officer, security cameras, interior door locks, emergency plans, mock emergencies in cooperation with local agencies, staff IDs, phones in all classrooms, intercom system in each classroom at Ely, locked doors during school day (only one entrance open), current policy addressing bullying
- c. rigorous and comprehensive curriculum: adopted CCSS, PLCs, major works classes, Catch-up Café (Ely), Student Responsibility Block (SRB-high school), Rtl plans, intervention system (HS), before and after school tutoring in both buildings, opportunity for enrollment in more electives (HS), learning strategist/interventionist (Ely), Read180 and System 44 (both buildings), instructional coach (both buildings), CIB/IE time (Ely), gifted and talented (Ely), NDCDE, OdysseyWare (HS)
- d. lifelong learners with academic and life skills: cooperative learning opportunities, Student Instructional Leadership Corps (SILC), job shadowing, Roads to Success, college and career readiness preparation, career center, technology resources (student to computer/tablet ratio: less than 2:1), life skills apartment in the high school special education classrooms

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

In the past three years, RPSD has experienced important changes, all with the vision on continuous improvement. Most notably, Professional Learning Communities dedicated to the adoption and implementation of the Common Core State Standards. PLCs in both buildings began meeting once per week during a Wednesday Late Start in the 2013-2014 school year. RPSD requested and was granted a waiver from DPI to pursue this professional development time. Fifty minutes each week is focused on creating grade- and content-specific benchmarks for all classes. Prior to this, PLCs began at Ely in 2010-2011. The current PLC model at the high school began in 2012.

Further, staff is working to develop and implement quality formative and summative assessments related to the benchmarks. Instruction has been further impacted by staff book studies focused on grading, homework, assessment, and standards-based grading. While noticeable change may not be readily evident, RPSD is committed to self-examination through asking challenging questions. These changes have been driven by a change in administration and leadership focus.

The second area of continuous improvement can be noted in the development of RTI pyramids. At both the junior/senior high school and the elementary school, staff has worked diligently to address the needs of learners who do not meet grade-level expectations or who choose not to participate in learning. Some of the associated changes are simple instructional adjustments while others involve a system of people working together to ensure that each student can demonstrate mastery of the curriculum. At Ely, interventions include but are not limited to Collaborative Instructional Blocks, Intervention/Enrichment time, Catch-Up Café, and before and after school tutoring. At the high school, the Student Responsibility Block (SRB) structure along with core curricular intervention times form the foundation of RTI. While the systems are not perfect, staff is working to improve its collective response to struggling students. This is most certainly a system that will continue to change and improve as the needs of the students change.

While improvements are clearly important, it is crucial to remember our success as well. In the past three years, our district has undergone tremendous change. The passing of the bond to renovate and add on to the high school building was significant. This allows our students, staff, and community to be proud of and comfortable in the building many spend so much time in. In addition, renovations plans are currently underway at Ely.

Our school has numerous co-curricular and extra-curricular organizations of which students can be a part. There are numerous notable achievements of past three school years in these organizations. In addition, our elementary school students have opportunities to learn and grow beyond the classroom. (For most competitive achievements, only first place from regional and state competitions is listed):

- Governor's School: one student
- Academic All-State: one student, bronze team, 2012-2013; one student, silver team, 2011-2012; one student, silver team, 2010-2011
- Regional Math Competition: first place, 2013-2014
- Future Business Leaders of America (FBLA): seven students achieved attendance at the National Leadership Convention
- Boys Basketball: regional champion, 2013
- Boys Cross Country: regional champion and state champion, 2011
- Girls Track and Field: three regional championships, 2011, 2012, 2013
- Boys Track and Field: three regional championships, 2011, 2012, 2013
- Girls Golf: regional championship, 2012



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- Boys Golf: regional championship, 2012
- One-Act Play: regional champion, 2012
- FFA: five district champions, ten state champions, 2010-2011; four district champions, seven state champions, 3rd place National Meat Judging Team, 2011-2012; ten district champions, four state champions, 2012-2013
- FFA: sixteen American Degree recipients (highest honor in FFA) in past three school years; 52 members have attended the National Convention in past three years
- STEM: Sixth grade students have competed in this for the past few years. This year, 2013, those students are national finalists.
- Mini-Fair: The biennial Mini Fair Day is held for the third and fourth graders at Ely Elementary School. Parents, grandparents, friends, and other relatives volunteered to give hands-on demonstrations and presentations to our students. The students were allowed to participate in two different activities throughout the afternoon.
- Sixth Grade Career Fair: Ely sixth graders attend a career fair at the Cando High School each year in April. Students take the Are You Ready online inventory in our Life Skills class and based on this measurement they attend presentations to learn about careers they indicate interest in. There are approximately 25 different careers represented at the fair. Each student has the opportunity to learn about five or six careers during this fair.
- Character Counts: Each month students review a character pillar and attend a school-wide assembly where students participate in musical acts, skits, and programs. Students are recognized as Kids with Character at these assemblies.
- Project Joy: Fourth grade classrooms organize the Project Joy activity each year. Ely students and staff donate money to our community to buy gifts for others during the holiday season.
- Destination Imagination: DI teams combine their specific skills and talents with creativity and teamwork to find creative solutions to complex problems. This is an active organization that has been in our school for over 20 years. Several of our teams have competed at the national level in Knoxville, Tennessee.
- Sports: Elementary basketball, flag football, wrestling, and cross country teams practice and compete at Ely.
- Music: Several Ely Elementary students attend the "Surround the State in Song" concert in Minot preparing for their first honor choir concert each year. Fifth and Sixth grade band students perform at several events throughout the year. A voluntary choir group meets each week.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

RPSD is in the midst of tremendous change from many directions. The adoption of the CCSS is perhaps the most significant and driving many of the other changes. Our professional discussions have focused on grading (traditional methods vs. standards-based), homework, and assessments. Staff is trying its best to make sense of the various theories, determine effective implementation methods, and make progress toward a model that meets the needs of all stakeholders. This is a time-consuming and sometimes frustrating task. At the same time, it is exciting to hear the conversations about such important matters.

With the changes to CCSS, our assessment system is also changing. The NWEA MAP tests are now aligned to the CCSS, so we chose not to include this year's fall and winter test data in the Student Performance Assessment. The NDSA and ACT are also changing, so we wonder if our data after this year will look dramatically different. At this point, we feel there are more unknowns than certainties.

We believe there are many great things that are happening in our school right now. Unfortunately, those great things are overshadowed by the problems. We do our best to focus on the issue at hand and make progress. Reviewing our district through this accreditation process has forced us to see our achievements and challenges differently.

# Self Assessment

## **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 school 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: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Purpose statements - past and present</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•The school continuous improvement plan</li> </ul>	Level 2

**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 External Review team members may be interested in reviewing.**

The school 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.

Areas of Strength:

- The school engages in a systematic, inclusive, and comprehensive process to review, revise and communicate a school purpose for student success.
- The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

Areas of Improvement:

- The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. This was identified as a weakness because not all stakeholder groups were involved in the process.

What actions are you implementing to sustain areas of strength?

- The elementary and secondary schools both host faculty meetings, professional development is hosted at the building and district level; teachers and administrators participate in collaborative PLC sessions; school board agendas, meeting minutes and highlights are distributed; mandatory district wide book study offerings; elective book study options with credit option are available to all faculty free of charge; weekly collaborative administrator PLC sessions with book study; and mandatory on-going teacher-led PD sessions.

What plans are we making to improve the areas of need?

- Our district superintendent has implemented a parent advisory book study offering, in which he will lead discussion on current educational matters. The parent advisory sessions are open to any parent who has a child enrolled in the Rugby Public School District.

Evidence:

- Board meeting minutes; staff meeting agendas; the elementary has monthly newsletters; our district hosts an informational website; elementary and high school radio reports; informational submissions to the local newspaper; book study guide questions; professional development agendas; elementary and secondary student and faculty handbooks; and parent teacher conference attendance reports.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•Stakeholder input and feedback</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"><li>•Examples of collaboration and shared leadership</li><li>•Examples of decisions aligned with the school's statement of purpose</li><li>•Examples of decisions in support of the school's continuous improvement plan</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li></ul>	Level 2

**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 External Review team members may be interested in reviewing.**

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

Areas of Strength:

- The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day to day operations effectively.
- Leadership and staff foster a culture consistent with the school's purpose and direction.
- The governing body establishes policy and support practices that ensure effective administration of the school.



### Areas of Improvement:

- Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

### What actions are you implementing to sustain the areas of strength?

- The governing board has approved the recommendations of the administrators to bring forth the following: Late Start PLC sessions; Pre-K programming for the 2014-15 school year; and additional elementary classroom sections as needed (classroom reduction). Administrators also have the autonomy to develop and implement PD/PLC offerings to improve student achievement.

### What plans are you making to improve the areas of need?

- A teacher & principal evaluation committee was formed during the 2012/2013 school year. This committee completed a book study on the Robert Marzano model of effective instruction and evaluation. Evaluation committee efforts during the 2013/2014 school year are being focused on the Charlotte Danielson model. Principals have increased the number of walk through observations providing immediate feedback. The district employs instructional strategists that provide pedagogical support to voluntary participants.

### Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Common assessments</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Interdisciplinary projects</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.		Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•List of learning support services and student population served by such services  •Training and professional learning related to research on unique characteristics of learning	Level 2

**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 External Review team members may be interested in reviewing.**

Our school's areas of strength in this standard were:

1. The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
2. Teachers participate in collaborative learning communities to improve instruction and student learning.
3. Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Ways we are currently working to maintain and improve these areas include:

- Weekly PLC sessions: In our PLCs, we have developed "I Can" Statements/Powerstandards, and we are now working specifically on common formative assessments at all levels. After formative assessments have been developed, PLCs will work towards vertical alignment curriculum strategies. We will also be developing a standards-based grading system.
- Continuous professional development focused on improving core instruction and differentiated instruction: We have created a professional development (PD) committee which consists of professionals from both school levels (elementary and secondary). The PD committee has been instrumental in setting up and carrying out valuable teacher-led professional development and determining district-wide goal-oriented professional development activities.
- A part-time instructional coach is available to observe teachers upon their request and provide constructive feedback on ways to increase instructional effectiveness.

Areas we found needing improvement included:

1. The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

2. Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of

student learning and an examination of professional practice.

3. The school engages families in meaningful ways in their children's education and keeps them informed of their children's progress.

4. Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

The ways we plan to improve our performance in these areas include:

- Adjusting 'Student Responsibility Block' (SRB) at the secondary level: At the secondary level, SRB needs to be run more as a homeroom, whereby each student sees his/her SRB teacher every day and understands his/her SRB teacher is there to help and support the student. At both levels (primary and secondary), each student needs to have an adult mentor/advocate who continually monitors his/her progress and well-being. This would consist of SRB teachers at the secondary level, and at the primary level it may be the responsibility of classroom teachers. At the primary level, students who demonstrate a consistent need to check in with an adult in addition to the classroom teacher are given that support. At this time, this is an informal process. The school improvement team will continue to explore ways to formalize this process and address those needs.

- Joining SEED (state data system): Our district is in the early stages of developing a data team to track overall student progress and make informed decisions regarding curriculum implementation and possible improvements to be made. Administration has been in contact with a Student Longitudinal Data System (SLDS) data steward (Cory Steiner) to discuss and consider the possibility of joining the SEED project.

- Improving Response to Intervention (RTI): We are moving forward in the RTI process, although we will be increasing the communication between the RTI team and parents of children identified and served through the RTI process. At the secondary level, students are required to report to a designated teacher for mandatory interventions as needed. Students are also placed on a 'radar' list if they have any grades that have dropped below a C. At both levels, there is an RTI referral process in place. This process will continue to be developed at both levels to ensure students are receiving the necessary supports. We are also in the process of developing more tier 2 interventions.

- Creating a Parent Advisory Board: We are also in the beginning stages of developing a Parent Advisory Board. At this time, parents are being invited to take part in a book study that will begin in February 2014. We will continue to have a homework website for teachers to post homework and any other notes for parents to refer to. In addition, some teachers create and update their own blogs for students and parents to stay in tune to what is happening in the classroom. The district webpage is also a good resource for parents that we will continue to provide.

- Implementing standards-based grading: Our district has been laying the groundwork to move into standards-based grading at all levels to ensure consistent, meaningful, and accurate feedback and grading across all grade levels and courses. Kindergarten teachers have been using standards-based grading on report cards for the past year and a half. Other grade levels are in different stages with regard to this goal, but all levels have the same target.

## Standard 4: Resources and Support Systems

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

Overall Rating: 2.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> </ul>	Level 2

# Accreditation Report

Rugby Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•Agreements with school community agencies for student-family support</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 2



**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 External Review team members may be interested in reviewing.**

Rugby Public School personnel feel that strengths for our school include:

Standard 4.1 - We have a sufficient number of qualified professional and support staff at Ely to fulfill the duties to support our school's purpose, direction, and the educational program. The high school still struggles with the loss of Title services since our last review. Our staff rated this standard as a three, indicating that we still have room for improvement but we do have a focus on our goal. This is evidenced by the fiscal resources that have been made available for hiring and retention of professional and support staff.

Standard 4.2 - Our school has shown a priority for providing instructional time, resources and fiscal resources to insure success for our student population. It is evidenced with:

PLCs

book studies

late start Wednesdays

school calendar

school schedule

school leaders' efforts

Standard 4.4 - This score reflects that we use a range of media and information resources well at our school.

According to our staff survey, our school feels improvement is needed in:

Standard 4.3 - The school maintains facilities, services and equipment to provide a safe, clean, and healthy environment for all students and staff. Comments included: Not all areas are consistently up to code and the gym areas are not held to the same standards as classrooms and hallways. Projects are ongoing at Ely along with continuing maintenance at both schools.

Standard 4.5 The perception is that we use a range of technology, but it is not always available for a full classroom use so the school's technology access scored low. The high school staff would like to see a separate computer lab from the library and business department.

Standard 4.6 - This category scored low likely due to our rural location not lending itself to having direct access to local social and emotional referral personnel.

## Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 1.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.		Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 2

## Accreditation Report

Rugby Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li></ul>	Level 2

**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 External Review team members may be interested in reviewing.**

Rugby Public School personnel feel that strengths for our school include:

Standard 5.1 - Performance Levels for our school in this standard ranked in the middle. Elementary parents are informed of testing results during parent/teacher conferences. Our school has some processes and procedures for collecting, analyzing, and applying learning from data sources.

Standard 5.5 - Performance levels indicated that our administration monitors and communicates comprehensive information concerning student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. Administration is working to improve data distribution and use by staff. Our district is in the early stages of developing a data team to track overall student progress. This effort is being led by our administration at this time. To guide student learning and improvements, the school utilizes an intervention system for students who have missing work or who are missing skills. The high school uses a Student Responsibility Block (SRB) at the end of the school day to address needs. Ely Elementary has a 'Catch-up Café' at noon and both schools have before and after school tutoring by certified staff. In addition, Ely has specific programs for various grade levels. In grades K-2, teachers utilize a Collaborative Instruction Block that places an additional adult into the class to assist students. In grades 3 and 4, students whose skills are lacking in reading are placed into Read 180 or System 44. In grades 5 and 6, students participate in weekly intervention or enrichment blocks which also target student needs.

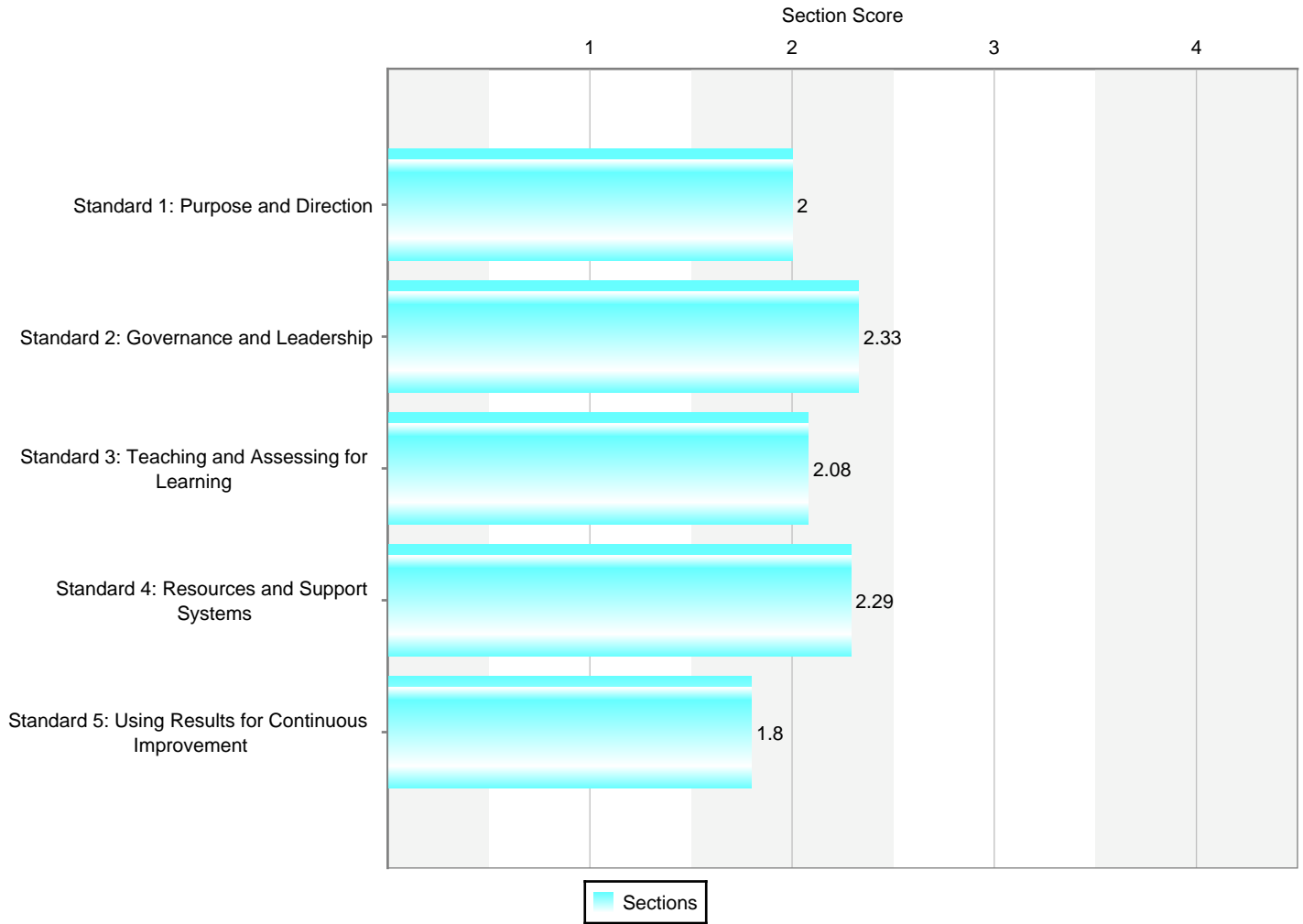
According to our staff survey, our school feels improvement is needed in:

Standard 5.3- Professional and support staff members need more training in the evaluation, interpretation, and use of data. Some staff feel that we collect a lot of data, but have not been trained in how to use it effectively.

Standard 5.4 - The survey results reiterated the need for a process to use our data.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All survey results are available, including open-ended responses. Survey sample included early elementary, elementary, middle and high school, parents, and staff. These groups were selected to include all stakeholders. Size of folder too large to be uploaded in one document here, so elementary non-open ended responses are the only document attached.	Elementary results

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3



## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

Parent survey results indicate highest levels with:

- Child having up-to-date computers and other technology to learn. (3.96)
- School providing qualified staff members to support student learning (3.79)
- School providing an adequate supply of learning resources that are current and in good condition. (3.82)
- School providing a safe learning environment (3.84)
- School providing students with access to a variety of information resources to support their learning (3.75)
- School providing opportunities for students to participate in activities that interest them (3.75)

Staff survey results indicate highest levels with:

- School leaders supporting an innovative and collaborative culture (4.23)
- School leaders expecting staff members to hold all students to high academic standards (4.26)
- School providing qualified staff members to support student learning (4.29)
- School providing opportunities for students to participate in activities that interest them (4.29)
- School maintaining facilities that support student learning (4.23)
- School maintaining facilities that contribute to a safe environment (4.26)

Early Elementary survey results indicate highest levels with:

- Teachers wanting them to learn (2.99)
- Teachers treating them fairly (2.93)
- Teachers wanting them to do their best (3.0)
- Learning new things at school (2.93)
- Feeling safe at school (2.94)
- Having books for them to read (2.96)

Elementary survey results indicate highest levels with:

- Principals and teachers wanting every student to learn (2.94)
- Teachers wanting them to do their best work (2.95)
- Teachers using different activities to help them learn (2.9)
- Teachers telling their family how they are doing in school (2.9)
- Having many places where they can learn, such as the library (2.97)
- Having computers available for them to learn (2.97)
- The principal and teachers help them be ready for the next grade (2.9)

Middle and High School survey results indicate highest levels with:

- Programs and services being available to help them succeed (3.91)
- Offering a high quality education (3.91)
- Principal and teachers having high expectations of them (4.04)
- All of their teachers use tests, projects, presentations and portfolios to check my understanding of what was taught. (3.95)

- A variety of resources are available to help me succeed like teaching staff, technology, media centers (4.0)
  - Computers are up-to-date and used by teachers to help students learn (4.17)
  - Students can participate in activities that interest them (3.99)
- 
- Early Elementary surveys reflect overall satisfaction in teaching and learning.
  - Elementary surveys indicate an overall level of satisfaction with most sections.
  - Parents and student surveys reflect high quality of teaching and learning.
  - Staff feels there is a strong collaborative culture with opportunities for all to participate.
  - Activities, facilities and safe environment appeared to be a significant quality in parent, staff and student surveys.

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

No trend data is available at this time to make a comparison; however, the team believes there is anecdotal evidence of an increasing collaborative culture within the school.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The feedback sources we currently have were administered inconsistently, therefore findings do not correlate with the current survey.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

Parent survey results indicate areas of concern with:

- all of my child's teachers meeting the learning needs of students by individualizing instruction (3.14)
- providing excellent support services like counseling, and/or career planning (3.17)
- Staff survey results indicate areas of concern with:
  - teachers using multiple types of assessments to modify instruction and to revise the curriculum. (3.18)
  - school personnel regularly engaging families in their children's learning progress (3.16)
  - ensuring that all staff members are trained in the evaluation, interpretation, and use of data (3.14)

Early Elementary student survey results:

- no areas of concern.

Elementary had no low areas, but there were three areas we are looking at.

- 23% of students believe they are not treated fairly and 24% were not sure.
- Students treating adults with respect - 37% were not sure and 6% did not agree.
- 31% do not feel their teachers ask them what they think about their school with 36% not sure.

Middle/High School survey results indicate areas of concern with:

- all students being treated with respect (3.04)
- respecting the property of others (3.14)
- students helping each other even if they are not friends (3.02)
- considering students' opinions when planning ways to improve the school (3.03)

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

No trend data is available at this time to make a comparison.

### What are the implications for these stakeholder perceptions?

Staff: Professional Development is being geared towards assessments. Collaboration time is provided with grade level/departments to examine common core, curriculum, etc. More time will need to be given to help teachers understand data and how that data can help drive their curriculum/testing/learning.

Parent: Professional Development opportunities for staff on assessment, data, etc. should help

Middle/High School: Bullying Programs

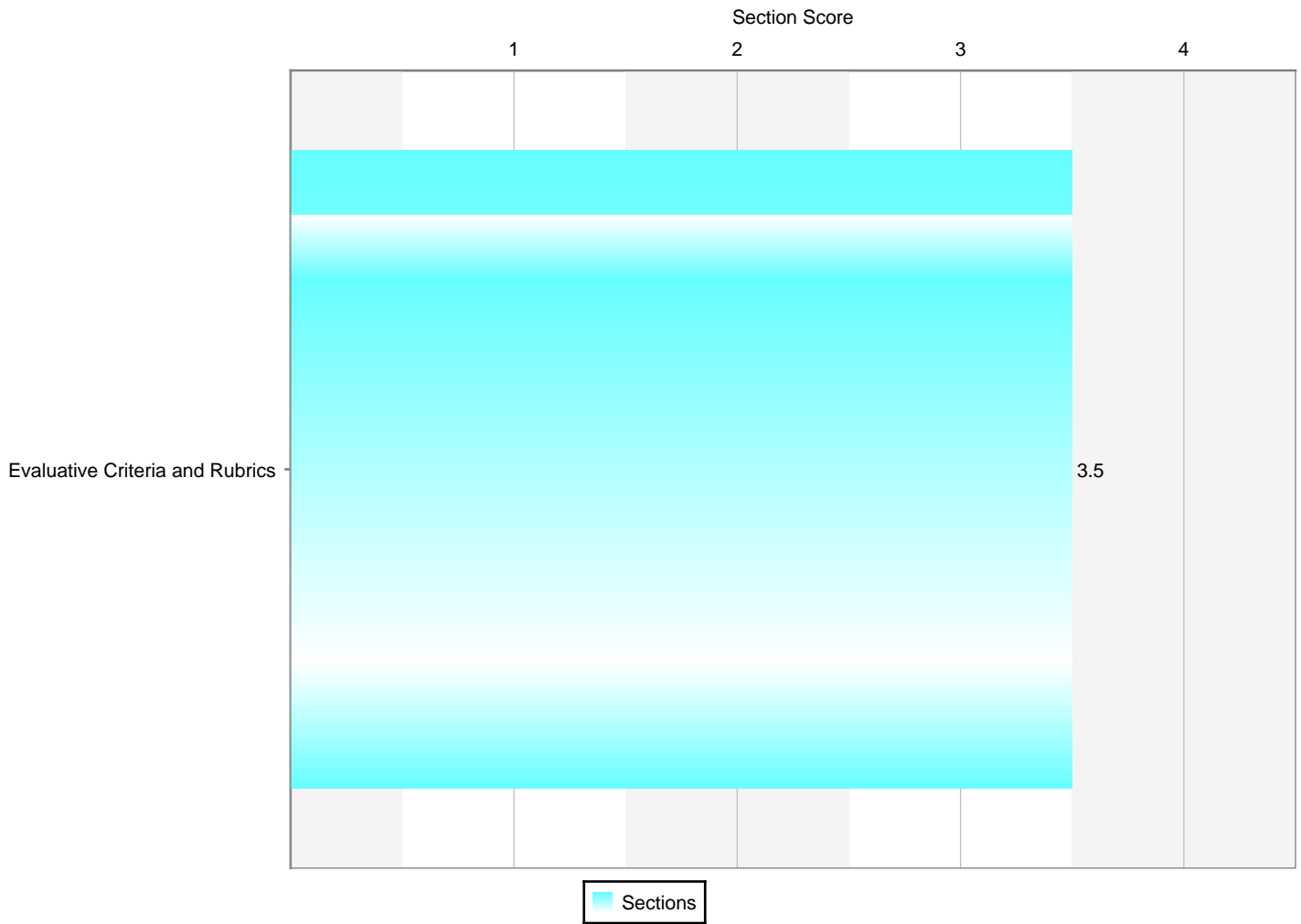
Student involvement on committees

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The feedback sources we currently have were administered inconsistently, therefore findings do not correlate with the current survey.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	<p>When the team completed the Student Performance worksheet, we noted that reading seemed to be an issue in several grade levels over a period of a few years in multiple standardized assessments. For that reason, the attached data primarily focus on reading. Some math data are included but not comprehensive in the attached document.</p> <p>The Student Performance worksheet is available if the visitation team requests it.</p>	Visitation Data document



## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

Throughout grade levels, Rugby students have kept up with or exceeded normed RIT values in both reading and math. This means that our students, on average, regularly "outperform" their peers nationally. This gives the team confidence that both the pace and content of curriculum is strong.

ACT composite scores have remained higher than state averages for four of the last five years. Again, we believe this indicates that our curriculum is preparing students for college and career in all core areas. Our teaching staff should be proud that our ultimate goal of sending students into the world prepared for their choices is being met.

### Describe the area(s) that show a positive trend in performance.

There is no consistent trend data available. Rugby Public School students perform well on various standardized tests, but nothing stands out that allows the team to note an area of consistently positively trending data.

### Which area(s) indicate the overall highest performance?

RPSD students outpace national (ACT/NWEA MAP) and state (NDSA) averages in both reading and math. Math, in particular, at the secondary level, seems to show high levels of growth among students who take courses beyond the required minimum.

### Which subgroup(s) show a trend toward increasing performance?

No data available regarding subgroups other than gender.

### Between which subgroups is the achievement gap closing?

No data available.

### Which of the above reported findings are consistent with findings from other data sources?

No other data sources analyzed for this process.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

The data report a significant difference between males and females in reading scores as evidenced in NWEA MAP and ACT. The divergence seems to begin in about grade 4 or 5 and continues until graduation. The difference grows as the years progress so it is notable by the time students are in high school, even though, as mentioned, the divergence begins much sooner. It is interesting to note that Language Arts scores do not necessarily reflect the trend in reading. This discrepancy is important since language skills often correlate to reading skills. The team is unsure what could be causing the gender disparity, but this will likely be an area to address in our school improvement goals.

NWEA MAP data shows a "dip" in student achievement in grades 1 and 3 in both reading and math. While changes in the test may account for this, the team feels it is important to investigate this further along with teachers from grades kindergarten through 4. There are several possibilities for this "dip": curriculum/materials, pacing, amount of instructional time, and difficulty with test items were all listed by the team. Clearly, we will want to work closely with our first and third grade teachers for their interpretation of this while looking for ways to support both teachers and students in the classroom.

When NDSA data are disaggregated into subgroups, the special education subgroup has not met AYP for the past few years. Even with students receiving accommodations during testing, the special education team cannot account for which situations are causing the issue (i.e. Alternative tests, regular test with accommodations, etc.) The special education department is examining this issue within PLCs but have not yet made any determinations.

### Describe the area(s) that show a negative trend in performance.

Boys' reading scores decline beginning in approximately grade four or five. Girls' reading scores are stable or grow. The disparity increases until graduation.

### Which area(s) indicate the overall lowest performance?

Grades 1 and 3 show declines in growth when compared to other grades.

Boys' reading scores are lower than girls' reading scores (NWEA MAP and ACT) at the secondary level.

### Which subgroup(s) show a trend toward decreasing performance?

While boys' reading scores decline beginning in grade 4 or 5, there is no other subgroup decline noted.

### Between which subgroups is the achievement gap becoming greater?

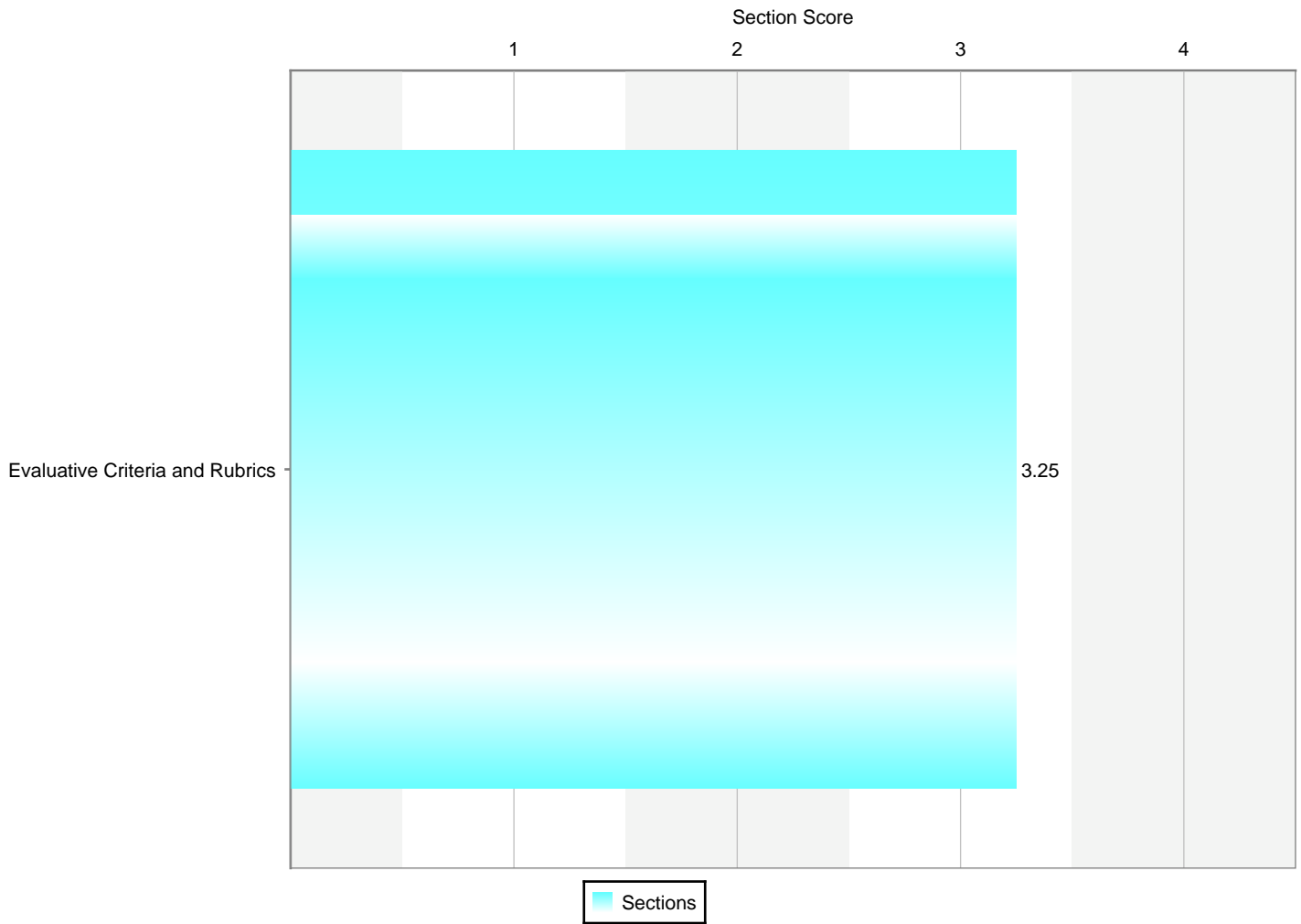
The disparity between girls and boys in reading seems to be about the same or increasing since previous years.

**Which of the above reported findings are consistent with findings from other data sources?**

We do not have locally developed, widely implemented data sources at this time. The team could examine individual students' grades in reading, but because such grades are often subjective, this information may not be valuable.

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

### AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Emergency Response Plan available on school server at time of visitation. Not attached due to size of documents.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		



# **Plan for Accreditation Report**

## Overview

### Plan Name

Plan for Accreditation Report

### Plan Description

We have concluded the goals as stated. We will be identifying and refining new goals for student achievement at the conclusion of this school year that better reflect our current state and future needs.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	By 2013-2014 school year, every student will earn a passing grade/D- in all subject areas.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$10000
2	RPSD will promote a positive, safe school climate through district-wide policies, programs, actions, and activities.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2000

## Goal 1: By 2013-2014 school year, every student will earn a passing grade/D- in all subject areas.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in all subject areas in Reading by 05/23/2014 as measured by student grades.

### Strategy 1:

RTI pyramid - One team in each building will collaborate to create an effective RTI pyramid (both academic and behavioral) to address students who are not earning a passing grade in any subject.

Research Cited: Buffum, Austin, et. al. Pyramid Response to Intervention. Solution Tree, Bloomington, IN: 2009.

Activity - Radar List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Radar List is a locally generated list of students who are earning a grade below a specified level at a specific time. For example, the high school runs a Radar List on a weekly basis to track students who are earning a D or lower in any class. This list then helps teachers know who is struggling in multiple classes, who is "new" to the list, and/or who is in danger of failing. This is largely informational for our teaching staff.	Academic Support Program	08/01/2011	05/23/2014	\$0	No Funding Required	RTI coordinator in HS and Ely Principal produce respective reports. Classroom teachers are responsible for tracking their students at Ely. SRB teachers are responsible for tracking their students at the junior high/high school.

Activity - Student Responsibility Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Accreditation Report

Rugby Public Schools

SRB is a dedicated class period for every student in grades 7-11. Seniors, if passing all classes, are exempt. During SRB, core subject areas (math, ELA, science, and social studies) require students with missing assignments to report to intervention on a week-to-week basis. Intervention is mandatory for students with missing assignments.	Academic Support Program	08/26/2013	05/23/2014	\$0	No Funding Required	All staff is responsible for submitting missing assignment reports to RTI team member on a weekly basis. Member of RTI team creates the intervention list on a weekly basis. Supt. notifies parents of students on intervention via Instant Alert.
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Activity - Ely Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Radar reports are given to teachers weekly, and they are asked to look over the report to see if a student continues to appear. If the student is habitual, then an intervention is created for that student. i.e. Catch Up Cafe, Title services, Tier II intervention, I/E time, before/after school homework help	Academic Support Program	08/01/2011	05/23/2014	\$0	No Funding Required	All classroom teachers; principal; instructional strategist

Activity - Read180/System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read180 program at junior high/high school for grades 7 and 8 and grades 4-6 at Ely. System 44 at Ely for grades 3-6.	Academic Support Program	08/01/2010	05/23/2014	\$5000	General Fund	Read180 instructors at HS and Ely

### Strategy 2:

Instructional Coach - An instructional coach will be available in both buildings to provide feedback for teachers and support in using new strategies or examining tested strategies.

Research Cited: Knight, Jim. Instructional Coaching and High-Impact Instruction

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coach is involved with individual teachers on a voluntary basis. Focus, pace, and goal of coaching is determined by the teacher.	Professional Learning	08/26/2013	05/23/2014	\$5000	General Fund	Instructional coach

## Goal 2: RPSD will promote a positive, safe school climate through district-wide policies, programs, actions, and activities.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to reduce negative incidences related to school climate by 05/23/2014 as measured by number of incidences reported to office; Youth Risk Behavior Survey; PowerSchool; attendance records; student surveys.

### Strategy 1:

RTI pyramid (behavior) - Create a system to efficiently handle K-12 student behaviors.

Research Cited: Coloroso, Barbara. The Bully, The Bullied, and the Bystander.; Buffum, Austin, et.al. Pyramid Response to Intervention.

Activity - Character Counts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Character Counts is implemented at Ely with regular instruction about the pillars, monthly student recognition assemblies, and regular meetings of the Character Counts committee.	Behavioral Support Program	08/21/1998	05/23/2014	\$0	Title II Part A	All staff
Activity - Caught Being Good	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ely staff "catches" students choosing to do the right thing above and beyond.	Other	08/27/2012	05/23/2014	\$0	No Funding Required	All Ely staff
Activity - School Resource Officer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School resource officer from Rugby Police Department is available. SRO makes regular visits to the school, interacts with students, and supports disciplinary efforts of the administrators.	Community Engagement	08/27/2012	05/23/2014	\$0	General Fund	Administration ; Rugby PD

### Strategy 2:

Bullying Prevention - Guidance counselors will educate all students about bullying and give students skills regarding appropriate social interactions.

Research Cited: Bullying curriculum

Activity - Bullying education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum to address the types of bullying, ways to prevent and report it, and strategies for dealing with it.	Behavioral Support Program	08/28/2000	05/23/2014	\$2000	Other	Guidance counselors

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bullying education	Curriculum to address the types of bullying, ways to prevent and report it, and strategies for dealing with it.	Behavioral Support Program	08/28/2000	05/23/2014	\$2000	Guidance counselors
<b>Total</b>					\$2000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read180/System 44	The Read180 program at junior high/high school for grades 7 and 8 and grades 4-6 at Ely. System 44 at Ely for grades 3-6.	Academic Support Program	08/01/2010	05/23/2014	\$5000	Read180 instructors at HS and Ely
Coaching	Coach is involved with individual teachers on a voluntary basis. Focus, pace, and goal of coaching is determined by the teacher.	Professional Learning	08/26/2013	05/23/2014	\$5000	Instructional coach
School Resource Officer	School resource officer from Rugby Police Department is available. SRO makes regular visits to the school, interacts with students, and supports disciplinary efforts of the administrators.	Community Engagement	08/27/2012	05/23/2014	\$0	Administration ; Rugby PD
<b>Total</b>					\$10000	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Character Counts	Character Counts is implemented at Ely with regular instruction about the pillars, monthly student recognition assemblies, and regular meetings of the Character Counts committee.	Behavioral Support Program	08/21/1998	05/23/2014	\$0	All staff
<b>Total</b>					\$0	

### No Funding Required

# Accreditation Report

Rugby Public Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Caught Being Good	Ely staff "catches" students choosing to do the right thing above and beyond.	Other	08/27/2012	05/23/2014	\$0	All Ely staff
Ely Intervention	Radar reports are given to teachers weekly, and they are asked to look over the report to see if a student continues to appear. If the student is habitual, then an intervention is created for that student. i.e. Catch Up Cafe, Title services, Tier II intervention, I/E time, before/after school homework help	Academic Support Program	08/01/2011	05/23/2014	\$0	All classroom teachers; principal; instructional strategist
Student Responsibility Block	SRB is a dedicated class period for every student in grades 7-11. Seniors, if passing all classes, are exempt. During SRB, core subject areas (math, ELA, science, and social studies) require students with missing assignments to report to intervention on a week-to-week basis. Intervention is mandatory for students with missing assignments.	Academic Support Program	08/26/2013	05/23/2014	\$0	All staff is responsible for submitting missing assignment reports to RTI team member on a weekly basis. Member of RTI team creates the intervention list on a weekly basis. Supt. notifies parents of students on intervention via Instant Alert.
Radar List	The Radar List is a locally generated list of students who are earning a grade below a specified level at a specific time. For example, the high school runs a Radar List on a weekly basis to track students who are earning a D or lower in any class. This list then helps teachers know who is struggling in multiple classes, who is "new" to the list, and/or who is in danger of failing. This is largely informational for our teaching staff.	Academic Support Program	08/01/2011	05/23/2014	\$0	RTI coordinator in HS and Ely Principal produce respective reports. Classroom teachers are responsible for tracking their students at Ely. SRB teachers are responsible for tracking their students at the junior high/high school.



**Total**

\$0

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Read180/System 44	In Progress	Costs reflect 2013-14 school year only.	February 07, 2014	Mrs. Khloe K Sobolik
Activity	Character Counts	In Progress	Initial cost from 1998 unavailable. Inservice/speaker from 2012-13 is cost shown.	February 07, 2014	Mrs. Khloe K Sobolik