Self Assessment

Ouachita Parish School System

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.75

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	•District purpose statements - past and present •Survey results •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose	Level 4

Self Assessment

Ouachita Parish School System

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	•Survey results •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff hold one another accountable to high expectations for professional practice.	•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Examples of schools' continuous improvement plans •Survey results •Statements or documents about ethical and professional practices •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •The district strategic plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	•Examples of schools continuous improvement plans •Survey results •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Communication plan and artifacts that show two-way communication to staff and stakeholders •The district data profile •The district strategic plan	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.

STANDARD 1

Standard 1 addresses how Ouachita Parish communicates the district's purpose and direction for continually improving the expectations of learning. In addition, it demonstrates how the system informs the public about their shared values and beliefs with regard to teaching and learning.

In order for the district to accomplish this goal, the committee had to compile the various methods whereby this information was disseminated and confirm the PURPOSE and MISSION of our system. OPSS has a new superintendent beginning July, 2015. Dr. Coker was involved in our meetings and laid a foundation for the change he envisioned, sharing what he desired to accomplish. The committee agreed that the former goal was good "in its' time" but we needed to bring a fresh vision and purpose. Our committee felt the need to let our public know of the changing curriculum and assessments that were naturally evolving due to a new world. These changes MUST embrace the 21st century and propel our students into this world ready for postsecondary education or the workforce. Therefore, a new vision statement, mission statement, and parish logo was created with the intent to unveil it during just prior to our AdvancED review.

A committee including district leaders, principals, teachers, and parents found the strengths of OPSS as related to standard 1 to be substantial and well documented. Many times a strength discovered within each subgroup overlapped another subgroup and this demonstrated a true strength. We have attempted to highlight some of these for you.
1. Communication of our beliefs, purpose, mission and policies are all we publicized and documented in every school. By pulling school homepages or reviewing handbooks, we saw that each school included not only the parish goals but created school goals to align with parish goals. This autonomy to create their own set of goals demonstrated the school's awareness within each community and the clients these schools serve. Surveys were conducted and documented. Many schools established committees to ensure their clients are always informed

and a part of the education process.

2. A valuable strength our committee documented was the continuous education and professional development offered through various programs within the parish. Multiple grants along with federal and state funds are constantly utilized to bring the best PD and assistance to ALL faculty and staff. These include trainings and personal one-to-one assistance by a team dedicated to district-wide excellence in instruction and learning.

3. Our system maintains a fully staffed Special Education team which monitors and facilitates special needs throughout the parish. This includes the use of data to make decisions and identify specific needs.

Ways to Sustain:

- Maintain each department and improve on the outdated mandates.

- Constantly seek new grants while utilizing existing grant funding to maximum potential.

- Use data supplied by the Louisiana Department of Education and benchmark testing to chart growth and show the school system where we should focus our resources and talents.

- Seek constant professional development and formulate new partnerships with our stakeholders.

Areas of Need:

- Continual awareness of the assessment process so that it does not become routine.

- There is a need to collaborate among ALL schools.

- We should discover new challenges and work together to become ONE.

- We need to improve on how to disseminate information between our schools. This information should be pertinent and timely.

- Tap into the ever changing social media to spread our messages and news.

- Expand on the new teacher initiative between our local universities.

Governance and Leadership

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

Overall Rating: 3.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective 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 of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.	•Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body 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 body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	•Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Governing authority training plan •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	•Communications regarding governing authority actions •District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Social media •Survey results regarding functions of the governing authority and operations of the district •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. They encourage, support, and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Examples of decisions aligned with the district's strategic plan •Professional development offerings and plans •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's purpose statement •Survey results •Examples of decisions in support of the schools' continuous improvement plans •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the system and its schools, a strong sense of community, and ownership.	•Minutes from meetings with stakeholders •Examples of stakeholder input or feedback resulting in district action •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •Involvement of stakeholders in district strategic plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system 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 throughout the system and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Job specific criteria •Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted •Representative supervision and evaluation reports	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.

Standard 2 - Governance and Leadership

Ouachita Parish School Ssytem is led by a superintendent, Dr. Don Coker, who works with a panel of seven elected school board members representing seven geographical districts on the east and west sides of the parish. Mr. Jerry Hicks serves as the current board president, and the board meets on the second and fourth Tuesday of every month. This governing body oversees the operations of 22 elementary schools, 8 middle schools, 5 high schools, and one alternative program in the district. Top-level executive leaders for the district include a personnel director, supervisors, and directors over various operations at the elementary, middle, and high school levels. Mid-level management staff includes content and program coordinators for federal, state, and district-funded programs. School-level leadership typically includes a head principal, assistant principals, curriculum coordinators, and guidance counselors.

Ouachita Parish School System strives to support student performance and system effectiveness (2.1) and a culture that is consistent with our purpose and direction (2.4) as evidenced by a strong emphasis on strategic professional development that supports teacher growth and student achievement. Ouachita Parish is committed to supporting initiatives that align with the district mission to prepare students for the 21st Century through college and career-readiness.   With solid support from the school board in adopting policies for the administration and management of schools, adopting annual budgets, as well as collaboratively working together and with the superintendent, the district continues to excel.

The district supports ongoing efforts to sustain a high level of commitment to professional development that affects student performance by adding time, resources and opportunities for district level and regional collaboration among teachers, curriculum leaders, and support staff. Ouachita Parish is in the fourth year of implementation of a teacher leader training and support initiative in partnership with the Louisiana Department of Education, and we have continued to expand the impact of the teacher leader cohort by expanding the group to include a classroom teacher leader and a curriculum support representative for every school in the district. There is a year-long cycle of regional and state level trainings that are redelivered by the teacher leader cohort members back at the district and school levels. This initiative has been funded at the district level through Title II for travel and teacher release time to participate in scheduled training and collaboration events.

The district strives to stay at the forefront of research-based best practices by seeking out grants to fund innovative, educational programs and trainings with educational partners such as Literacy Design Collaborative, Math Design Collaborative, National Math and Science Initiative and the National Institute for Excellence in Teaching.   These are just a few of the programs that have been implemented within the past five years at both district and school levels.   These programs entail year-long cycles of training and support that allow for feedback on implementation and focus on data analysis that reflects student achievement results.

The leaders at various levels of the Ouachita Parish School System work well together; however, the organizational structure of the system could be defined more clearly. The school board members along with the superintendent work together to ensure that district purpose and vision are sustained. District-level and school-level leaders seek to strike a balance between cohesiveness and autonomy, enabling leaders to more effectively manage day-to-day operations (2.3). The district plans to conduct a system-wide review of its organizational structure and job descriptions of leaders at all levels. This will serve to clarify roles and improve overall system effectiveness.

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 3.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations across the system. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.	•Learning expectations for different courses and programs •Course, program, or school schedules •Student work across courses or programs •Course or program descriptions •Survey results •Lesson plans •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Posted learning objectives •Enrollment patterns for various courses and programs •Descriptions of instructional techniques •Graduation Coach Model, COMPASS/CLASS Models, OPSB Literacy Plan, School Remediation Program, Link to Edline, State Network Meetings, Principal Fellowship Program	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Curriculum writing process •Profile of educational model or delivery system •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Cluster Meetings, District Goals and Action Plan, School Improvement Plans, Professional Development Plan, District Plan for Support of Struggling Schools, NIET Cluster Initiative, Student Support Services, District and State Collaboration Network Meetings	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district are consistent and deliberate in planning and using 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 each student. Teachers consistently 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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Authentic assessments •Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •OPSB Literacy Plan and Sample Student Work, Student Support Services, Professional Development, Cluster Meetings and Data Analysis, Needs Assessments, Jumpstart Implementation, Sample Observations, Sample Student Learning Targets, School Report Cards	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success •District Support System for Schools/Assignments, Edline link, New Teacher Mentor Assignments, OPSB Literacy Plan and Student Work Samples, Teacher Leader Program, Schedule and Assignments for Support of Struggling Schools, Merit-Based Pay Scale, Sample Student Learning Targets, Professional Development Agendas, CLASS (Pre-K) Program, School Report Cards, Student Support Services	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •Peer coaching guidelines and procedures •Evidence of informal conversations that reflect collaboration about student learning •Examples of improvements to content and instructional practice resulting from collaboration •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects •District Model for Teacher and School Support, Principal Fellowship Plan, Student Support Services, OPSB Literacy Plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Sample Student Learning Targets, OPSB Literacy Plan and Sample Student Work, District Cluster Meetings, School Cluster Meetings, District SLT Plan, Goals, Action Plan, CLASS Mode;. Compass Training, Compass Observations, School Goals/Improvement Plans, Teacher Leader Program	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	•District-Level Support Assignments, District Assistance for Struggling Schools, Principal Fellowship Program, Professional Learning Calendar, Professional Development, OPSB Literacy Plan, Student Support Services	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	•Performance-based report cards •Examples of learning expectations and standards of performance •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Samples of exemplars used to guide and inform student learning •Edline Link, Student Home Center Link, Title I Contracts, Remind 101, OPSB Website	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of structures for adults advocating on behalf of students •Description of formalized structures for adults to advocate on behalf of students •Survey results •Student Support Services, Attendance and Student Welfare, Big Brother/Big Sister, Broaden Horizons Program, Career Centers/Coaches, DREAMS Program, Family Literacy Program, JAG, Jason Paul Cameron Foundation	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers across the system consistently 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 without fail in all schools across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample communications to stakeholders about grading and reporting •District quality control procedures including the monitoring of grading practices across all schools •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting •Pupil Progression Plan, Grading Scale, Webpams Link, Cluster Meetings, Common Assessments, School Report Cards	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is individualized based on an assessment of needs of the system and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •District quality control procedures showing implementation plan for professional development for district and school staff •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and district purpose and direction •Needs Assessments, OPSB Literacy Plan, Principal Fellowship Plan, Jumpstart Model Implementation, New Teacher Training, NIET Cluster Meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Student Support Services, Sample Lesson Plans, Jumpstart Plan, TOPS plan, Kagan PD, Gifted/Talented Overview, Personality and Learning Styles Professional Development, School Report Cards	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.

Standard Three Narrative

Internal Review Standard Three Performance Level--3.58

Areas of Strength/Actions to Sustain Strengths

 The Ouachita Parish School System strives to maintain an effective curriculum, instructional design, and assessment practices. Our system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Using graduation plans for every student and graduation coaches at every high school, the system supports student success at the next level. The district aligns curriculum to adopted textbooks, and provides curriculum roadmaps/scope and sequences at the district level that are maintained at the school level through Compass and CLASS observations. Our district-wide literacy plan emphasizes individualized learning activities for students across curriculums to support achievement of rigorous expectations, and the plan is driven throughout the parish by our integral Teacher Leader program. Our schools' remediation programs scaffold instruction to improve learning for struggling students so they can meet the challenges of the parish's rigorous expectations. Equitable learning expectations are evaluated by our district-wide common benchmark, unit, and weekly assessments. (3.1)

 The school system monitors curriculum, instruction, and assessment systematically in response to the multiple assessments of student learning and an examination of professional practice. Analysis of data from multiple assessments is used to monitor and adjust curriculum, instruction and assessment ensuring vertical and horizontal alignment with goals for achievement district-wide. Multiple assessments include Eagle benchmark assessments, common unit and weekly tests, ACT series exams, state-approved summative assessments, DIBELS, and DRC. These assessments guide decisions of curriculum and instruction and remediation needs at the district level, and school-level cluster groups review this data in making instructional decisions. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed and revised at the system and school level. For example, the system uses cluster groups to align standards to curriculum and align benchmarks to standards and grade-level expectations. The continuous improvement

process has clear guidelines to ensure that vertical and horizontal alignment, as well as alignment with the system's purpose, is maintained and enhanced in curriculum, instruction, and assessment. The superintendent and directors develop yearly goals for the district, and they work with supervisors and coordinators to develop action plans to reach these goals. Through principal meetings with our state's network team, the schools align their goals to the district plan. Our Teacher Leader program works closely with our Instructional Team to ensure success of district and school goals. This guarantees that the system's purpose is aligned with the goals of our schools, and multiple assessments and cluster meetings provide a systematic review (3.2).

Teachers throughout the district engage students in learning through instructional strategies that ensure achievement of learning expectations. Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflections, and development of critical thinking skills. One example of this deliberate planning is the implementation of our OPSB Literacy Plan, review of students' work within this plan, and review of teachers' lesson plans and COMPASS/CLASS observations. Teachers personalize instructional strategies and interventions to address individual learning needs, which are evident in IEP/IAP plans. Teachers consistently use instructional strategies which require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. Student work from the OPSB Literacy Plan provides examples of these instructional strategies where students apply knowledge and skills across curriculum. Compass observations mirror the data of student work to provide evaluation of criteria relating to prescribed instructional design and proprietary practices. Examples of professional development offerings and plans link to the instructional strategies in the OPSB Literacy Plan to professional practice and student learning (3.3).

Ouachita Parish School System and school leaders monitor and support the improvement of teachers' instructional strategies to ensure student success. System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to confirm they are aligned with the system's values and beliefs about teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, and use content-specific standards of professional practice. Methods of monitoring and supporting include utilizing a content-specific instructional team to monitor and support all areas of instruction; providing a district-level director, supervisor, or coordinator to every school to support leaders and teachers; reviewing aligned standards, lesson plans and curriculum maps on Edline; using a mentoring program for new teachers; developing and implementing professional development offerings and plans tied to our district's goals (OPSB Literacy Plan); supporting teachers through our system-wide Teacher Leader program through Title II; supporting struggling D/F schools with district-level support teams and the Principal Leadership Fellowship; and recognizing teachers with effective instructional practices through the OPSB salary schedule (3.4).

The Ouachita Parish School System and all the schools engage families in meaningful ways in their children's education and keep them informed of learning progress. Programs to engage families in meaningful ways are designed, implemented, and evaluated at the system level and in all schools. These programs include Family Nights, volunteer programs, parental involvement plans at Title I schools, parent communication notebooks in all elementary schools, online lesson plans and announcements through Edline, online grade books through Webpams Student Home Center, and student resources through our interactive textbooks. Through these processes families have multiple ways of staying informed (3.8).

Grading and reporting are based on clearly defined standards representing the attainment of content knowledge and skills and that are consistent across grade levels and courses. All teachers consistently 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. Evidence included our district-wide Pupil Progression Plan, which provides district quality control procedures including the monitoring of grading practices across all schools. These policies, processes, and procedures are implemented without fail in all schools across the grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. Links to Pupil Progression are provided on our district's website. Each year district personnel review and evaluate the plan, policies, processes, and procedures through a formal review process (3.10).

All staff members participate in a continuous program of professional learning. All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is individualized based on an assessment of needs of the system and individual schools. One example of this type of district-wide professional development is our OPSB Literacy Plan, which is tied to our district's purpose and goals. The program builds measurable capacity among all professional and

support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction through surveys, multiple data sources, and teacher observations/evaluations. Specifically, Title II provides Needs Assessments to teachers at the end of each year to survey effectiveness and evaluate needs (3.11).

Areas of Need for Improvement/Plans to Improve

The system and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages.) The system and schools use data from benchmark (formative assessments) and summative assessments to target learning needs of all children. The system has a developed plan to serve the needs of students who are non-English speakers. The school system and school personnel use data to identify unique learning needs of special populations as well. Schools use data to implement IEP/IAP plans. Proficiency data determine needs in the remediation programs of the district, and the Student Support Services program serves students who are identified by IEP/IAP plans. Lesson plans document differentiation in classroom instruction for these students. System and school personnel stay current on research related to unique characteristics of learning and provide or coordinate related learning support services to students within these special populations. While our system is effective in meeting the learning needs of our students, systematic and continuous use of data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages) would improve this area at the district and school level (3.12).

Resources and Support Systems

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

Overall Rating: 2.88

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	•Survey results •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	•Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.	•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to provide students and school and system personnel access to media and information resources. The system attempts to hire qualified personnel to assist students, school, and system personnel in learning about the tools and locations for finding and retrieving information.	•Evaluation procedures and results of education resources •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	•Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •Survey results •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Assessments to inform development of district and school technology plans •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff •State Technology Footprint	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •District quality assurance procedures that monitor program effectiveness of student support services •Description of referral process •School Clinic Data, School Nurse Data, Special Food Service Programs	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.

Narrative - Standard 4: Resources and Support Systems

The Ouachita Parish School System has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Areas of Strength/Actions to Sustain Strength

Strength in this standard is strongly evidenced in the broad range of support services in place to meet the academic and career goals, as well

as the social, physical and emotional needs of all students. The district effectively meets these needs by staffing campuses with certified personnel who are assigned specific roles to assess and transition students through the various stages of development by offering crisis/personal/career counseling, referral processes to meet student special needs, and orientation programs for students entering elementary, middle and high school with the ultimate goal of increasing student academic, social, and career-related goals. Certified personnel teach a wide range of courses to accommodate students for achievement at various levels of rigor that include Advanced Placement, Dual Enrollment, Gifted and Talented, Honors, regular, basic and remedial courses in both traditional and alternative school settings. Certified school counselors are staffed to meet individual student needs ranging from scheduling classes reflective of state career pathways based on interest inventories to completing threat assessments in crisis situations. School-based counseling services are also available in all schools to support student social and mental health, in addition to district support staff who provide a broad range of services for student disabilities, behavior interventions, assistive technology, and crisis intervention. School-based health clinics are fully operational at two schools (in addition to district nursing services available in all schools) to maximize student instructional time and readiness to learn. Priority support programs are identified through numerous ongoing student assessment and referral programs, student inventories and school performance data. These services are sustained through prioritized funding allocations in the School Systems general budget, targeted grant funding, and through extensive partnerships with area universities, community colleges and numerous community support organizations.

The technology infrastructure system-wide is able to provide high-speed wireless internet access in every school classroom and administrative site. Our devices and our network are both ready for tomorrow's learning and testing, our new technical support model has decreased device downtime, and we have expanded our technical staff to include someone at each school. Increased bandwidth services are made possible by infrastructure upgrades through district bond initiatives and E-rate discounted services. This supports the successful use of this service to administer future state assessments to students in an online environment, and adds a wealth of resources for teachers to use and engage students in daily classroom instruction. Future infrastructure maintenance will be sustained through E-rate and within annual budget allocation for informational technology.

The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. The capital needs for school facilities are addressed through taxpayer supported bond initiatives, as evidenced by the current capital spending plans for both the east and west taxing districts in the school system, with a most recent focus placed on safe and secure facilities. After implementing several improvement plans our district does a good job with procedures for maintenance and servicing facilities with established routine maintenance schedules and coordination with local law enforcement agencies to assure ultimate safety and security in our facilities.

The overwhelming community support of educational programs is the basis by which we have state-of-the-art facilities throughout the system. The development of community and corporate partnerships with all schools provides also for the many daily needs of schools. These community partnerships will continue to be developed through outreach and involvement in meeting the needs for school programs and activities.

Areas of Need for Improvement/Plans to Improve

Even with access to three local universities, the recruitment and retention of certified teachers has become more strenuous in recent years with a smaller pool of certified applicants and competition among neighboring districts in teacher compensation. Transitioning from paper applications to a web-based process and engaging social media platforms can increase market reach and simplify access. Working with local universities in recruiting and developing students to teach in shortage areas such as secondary math and science, and identifying district incentives for these core areas would help increase the qualified applicant pool. The district needs to continually consider and identify new recurring funding sources as they become available to increase teacher compensation and develop incentives to remain competitive in attracting certified and highly qualified staff.

The district embraces the importance of library and media resources by maintaining libraries to assist regular instructional programs in meeting curriculum standards for reading, writing, information literacy and research in all schools from elementary to high school. Automated inventories of library selections are maintained and reading programs are active in all schools, such as Accelerated Reader, Louisiana Young Readers' Choice Program and Ouachita Parish Teen Readers' Choice Program. However, not all libraries are staffed with personnel certified

for the position - about 23% - and current funding allocations for library books and volume of selections should be re-evaluated to ensure replacement of library selections are adequately funded. School administrators must be instrumental in succession planning and recruitment for placement of certified staff in these positions as they are vacated. In the absence of certified staff, coordinated services for mentoring uncertified positions and district-wide professional development are needed to support the effectiveness of librarians in meeting state Compass Evaluation criteria and uniform district goals.

The expansion of facilities and demands for instructional technologies places a burden on the district budget in identifying future funding for increased maintenance and replacement costs. Policies need to be developed to include in decision-making processes the sustainability of increased operational costs for future expansion and replacements in these areas; in addition to identifying recurring revenue streams for sustainable programs long-term.

The Schools and the District do a great job allocating funds to support specific school and district programs and activities. Although these programs and activities are evaluated by administrators as needed, improvements can be made in collecting data and maintaining documentation that can be evaluated to determine the usefulness of resources for continued funding or direction of programs.

Schools provide a lot of communication with parents and stakeholders in many areas, however improvements can be made in communicating to stakeholders the many resources available for student support services through the district and outside community partners or agencies, so that all available services and support systems can be fully utilized.   The district can post on its website a collective list of available resources and coordinate with schools to publish lists in student and faculty handbooks.

Although the district does have some policies related to and elements of strategic long-range planning in many areas of its operations, most notable is facility and debt financing activities and technology and educational program initiatives. A formal coordinated long-range strategic plan has not been established and communicated "top-down" for all areas of system-wide operations. The current strategic planning process is reviewed for effectiveness when necessary, and plans that are established are implemented effectively by the governing body and system leaders. The school district will continue to identify, develop, and formalize strategic plans in priority areas of operations and establish supporting policies and procedures to ensure ongoing monitoring and effectiveness as it gains the capacity to do so.

The Ouachita Parish School Board will continue to improve on the areas of weakness we have identified by creating plans that will allow us to see our progression in improvement. We are very proud of the advances we have made over the last five years making many areas in our resources and support systems very strong in providing resources and services in all schools that support its purpose and direction to ensure success for all students. This improvement has brought the school system's self-evaluation up to a 3 for this accreditation cycle.

Using Results for Continuous Improvement

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

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Evidence that assessments are reliable and bias free	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •List of data sources related to district effectiveness •Survey results •Examples of changes to the district strategic plan based on data results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Policies and written procedures specific to data training	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Policies and procedures specific to data use and training •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•District quality control procedures for monitoring district effectiveness •Minutes of meetings regarding achievement of student learning goals •Survey results •Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •Executive summaries of student learning reports to stakeholder groups	Level 4

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

Standard 5 - Narrative

Areas of Strength/Actions to Sustain Strength

Ouachita Parish has consistently maintained a comprehensive student assessment system. Our district is focused on the academic success of all students. The district uses the following assessments: EAGLE, Reading Coach, DIBELS Next, TS Gold, READ 180, Accelerated Math, Accelerated Reading, FASTT math, Explore, PLAN, EOC, ACT, Developmental Skills Checklist, LEAP, ELDA, and LAA1. Using the aforementioned assessments provides administrators, teachers and students feedback on specific skill mastery. Once data is collected at the district and/or school level, goals are developed to specifically target skill deficiencies. Progress monitoring occurs often at each grade level in all content areas. Results are used to plan individualized instruction based on the needs of all students.

Twice yearly, district staff from each department analyzes the latest available data to identify academic areas of strength and academic areas needing improvement. Each learning community at the school level meets regularly to study data; then use those data findings as the benchmark when writing goals. Professional development learning communities led by Teacher Leaders are created at the district and school

levels to ensure research based strategies are implemented that will increase student academic achievement in the specific area(s) of weakness determined by most current data. As assessment results are analyzed using current and trend data, decisions are made at each level to determine the best possible strategies to strengthen area(s) needing improvement while continuing to monitor and maintain strength(s) in areas of academic success.

Ouachita Parish district personnel analyzed the most current data available to write district goals for the 2015-2016 school year. Once the district goals were written, the goals were discussed with school administrators and Teacher Leaders. School administrators with the assistance of Teacher Leaders used the district goals to ensure alignment with school site goals. Teachers then used school site goals to align their instructional goals.

Through our collaborative efforts in Ouachita Parish to focus on student achievement for all students, we will continue involving all stakeholders when analyzing data and will use current and trend data to determine the most efficient way to instruct students. Ouachita Parish school system's overall goal is to prepare all students for success as they move from elementary through high school graduation and/or career selection.

Areas of Need for Improvement/Plans to Improve

Clearly after analyzing the district data for Ouachita Parish, we saw documented evidence of the need for literacy across the curriculum emphasizing writing skills for all students. The inclusion of student tasks in the areas of ELA, math, science and social studies on standardized tests at the end of the school year have indicated to us that we must prepare our students for abstract thinking. The district goal was written after analyzing district data. The goal was then shared with district leaders, school administrators, the instructional support team and teachers selected to participate as District Teacher Leaders.

Together, district leadership developed a plan of action to include all stakeholders in the process. The district wide collaborative approach utilizing Teacher Leaders at each school site to improve literacy with an emphasis on writing across the curriculum for all students is a work in progress. We have included clearly defined procedures for analyzing data that will determine verifiable improvement in student achievement. Professional learning communities at the district level and school level meet regularly with the Louisiana Department of Education staff to monitor on-going plans to improve literacy across the curriculum at all grade levels.

Report Summary

Scores By Section

Section Score

1	2	3	4

Purpose and Direction — 3.75

Governance and Leadership — 3.83

Teaching and Assessing for Learning — 3.58

Resources and Support Systems — 2.88

Using Results for Continuous Improvement — 3.2

Sections