



Accreditation Report

Norris School District #160

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system'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 system serves?

Norris is a Class B, accredited school system of over 2100 students grades pk-12 celebrating its 50th year in existence in 2014. Norris has a long tradition of strong academic programs and activities participation from our student body, with one of the most highly-qualified teaching faculties in NE (based on percentage of teachers - nearly 75% - possessing master's degrees). The district includes an Elementary(PK-4); Middle School (5-8), and High School(9-12). Norris Intermediate(3-4-5) has opened in the fall of 2013 providing needed space for a growing student population.

Norris is a consolidated district just south of Lincoln, Nebraska's capital city. All buildings are located on a beautiful centrally located campus. One of the unique features of the district is that it is the largest unified campus district (k-12) in the state. The district contains the communities of Hickman, Firth, Cortland, Panama, Roca, Princeton, and Holland. To learn more about Norris and its award-winning programs from a nationally renowned FFA Learning Lab and outstanding fine arts groups to our highly competitive sports teams that complement the learning experience for our students, visit the district website at www.norris160.org.

Unique features:

One of the truly unique features of the Norris district is that it is a story of successful consolidation, to the extent that the school has itself become the hub of the surrounding communities whose students attend Norris. With this year marking the 50th anniversary of the district, it is cause for celebration and a recognition that leadership from the steering of the Board of Education on through to the commitment of classified staff who perform various support functions has helped to create a special schooling atmosphere anchored in the mission of helping every learner thrive.

Some of the other unique features of the district include:

*A comprehensive, diverse curriculum that includes specials such as a Spanish program in the elementary grades on through to highly advanced career and technical Education classes such as those that use the plasma cutter or CAD/graphic design software. A recent addition to the High School expanded dedicated areas for Instrumental Music, Industrial Technology, and Agricultural programs.

*A sustained commitment to highly rigorous core curricula that have consistently placed Norris near the top in aggregate achievement measures for the state of Nebraska in the areas of reading, math, writing and science. (NEPAS accountability; NeSA scores; ACT aggregate scores in excess of state and national averages).

* Extensive activities/co-curricular program participation from students, with nearly 85% of high school students having some form of formal school activities affiliation. This fosters a high level of student engagement, and helps to build quality relationships between faculty and students which foster an attitude of success for a lifetime, rather than a narrowly construed learning goal.

Challenges:

One of the primary factors the district has is managing perennial growth with limited resources, as state aid to the district has fluctuated violently several times in recent years, creating revenue shortfalls that can make it difficult to sustaining existing programs or encourage

innovation. The district has seen state aid decline by over 25% at the same time its student population has reached an all-time high.

Another challenge is in continuing to become more systemic and systematic as growth stretches the existing capacity and resources of the district. The district student population has grown by over 20% in the last decade. The infrastructure additions to the campus have alleviated overcrowding experienced in recent years at the Elementary level.

System's Purpose

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

The mission statement of the Norris School District is: "To meet the needs of every student, the Norris Public School Community guarantees quality learning experiences to assure all students will thrive as responsible, productive life-long learners."

The Norris Board of Education believes the fundamental purpose of the Norris School District is to provide District students with those educational opportunities which most effectively promote informed, thoughtful and humane responses to the daily situations confronting citizens in our representative democracy.

Program offerings/expectations for students:

The Norris district has many program offerings which help to further its purpose, by directly impacting the quality of services provided to students:

Project SEARCH program for 18 - 21-year-old special-education students/adult vocational rehabilitation - eligible students. Providing job skills emphasis and training for special needs populations. Circle of Friends wraparound peer mentoring and outreach programming for special needs students (typically ASD). <http://www.nelovesps.org/watchnow?TN=PROJECT-20120209091556>

SENCAP Career Academy program affiliated with Southeast community college and providing post secondary preparation and opportunities that articulate and a line between high school and Associates degree/four-year university level programs in particular high wage, high needs, highly skilled job sectors. <https://www.southeast.edu/CareerAcademies/>

Dual credit/college prep: a rigorous curriculum which provides students with opportunities to earn college-level credit while still in high school in areas as diverse as math, economics, science and English. <https://sites.google.com/a/nsdtitans.org/norris-guidance-office/college-credit-at-norris>

College and career planning: the development of a 6+ year plan for student coursework that is carefully delineated through the involvement of guidance offices, counselors, and teachers involved in the annual course selection and registration process for all students grades 6 through 12.

Positive behavior supports: the development of student behavioral support and clear, consistent conduct expectations throughout the system. This program focuses on proactively teaching positive behaviors and reinforcing admirable conduct among students. The program overtly teaches social skills and desired behaviors that translate to not only academic success, but also future real - world success. See Dr. Brenda Tracy's dissertation on the implementation of PBIS at <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1131&context=cehsedaddiss>

Reading curriculum: the consistent provision of a high level of support and resources - human and material - to help students acquire this fundamental life skill. The district has newly acquired reading curriculum - Reading Street - four 2013, and a full-time reading coach to assist in monitoring implementation and curricular fidelity.

<http://www.pearsonschool.com/index.cfm?locator=PS1gC9&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCateg>
SY 2013-2014

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oryId=3289&PMDbSubCategoryId=28138&PMDbSubjectAreaId=&PMDbProgramId=88541

Notable Achievements and Areas of Improvement

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

Norris District notable achievements in the last three years:

Academics: The overall strength of the academic program is evident through multiple measures, including a graduation rate near 99%, ACT scores that exceed state and national averages perennially, and a higher percentage than average of students who meet college readiness benchmark standards for ACT scores in English, science, and mathematics. With the original release of the NEPAS accountability system for the state, Nora's fared very well, with each level - elementary, middle, high school - shoring in the top 10% of the states rankings for a major achievement indicator.

Operations: The district passed a \$14 million bond issue - the largest in its history - in the spring of 2012 for a new intermediate school to open fall, 2013. The Ballot referendum passed by wide margin in an economic environment in which most school bond issues were not meeting the approval of their constituents across the state and nationally. The district earned a AA3 bonds rating through Moody's independent third-party analysis. Resources from the bonds have also allowed for renovation and expansion of the east and west high school areas, including industrial technology, agriculture, instrumental music, and a fitness center for body conditioning classes.

Other: The district has achieved a degree of state and national renown for its commitment to the health and well-being of its students, implementing a coordinated school health approach which aligns with the State Board of Education's CSH policy adopted in 2010. (A recent media profile is at <http://www.omaha.com/article/20130422/LIVEWELL02/704229930>) The district has won awards from the Fuel Up to Play 60 program sponsored by the National Dairy Council, the Alliance for a Healthier Generation's Healthy Schools program, and the federal Healthier US schools challenge competition. To date, only 13 Nebraska districts (out of 249) have earned HUSSC distinction. Norris was one of the Nebraska Department of Education's Building Healthy School Environments pilot districts.

Areas of Improvement in the last three years:

Professional development: The district has shown improvement in creating a coordinated, collaborative professional development plan that is consistently anchored in four key areas that have been identified by the leadership team/SI executive Council. These four key areas are technology integration; health; curriculum alignment; and RTI - response to intervention. All professional development offered in the district coordinates through one of these four "portals "of professional development, helping to focus PD efforts to realize the school improvement goals.

Data analysis: The district has shown improvement in its use of an management of data from a variety of student achievement sources, including map/NWEA, and NeSA performance results. Norris has been a high-initiative partner with ESU 6 in the development and deployment of Dial, a data warehouse system that provides correlational analyses of achievement and digs down to the individual student performance level. Initial rollout and training for teachers on this new, integrated system is slated for fall, 2013. Norris has also been involved in providing The Nebraska Department of Education input in their development of a statewide data warehousing system, as the district sees the benefits that integrated data management systems would have in allowing for a common statewide language. Specifically, the district has contributed input via a data dashboard design team and by serving on the policy advisory committee for this important Nebraska undertaking.

Technology integration: Inspired by the vision of the Board of Education, the district leadership and technology director Noel Erskine have promoted efforts to integrate technology in classrooms in a manner that allows it to become an essential component and basic delivery mode for instruction, fostering student engagement and seamlessly integrating the use of technology in multiple content areas. This includes everything from the programmable plasma cutter in the high school IT area, to the use of iPads in kindergarten classrooms. In the fall of 2013, the district is deploying an ebook checkout system through its media centers.

Areas for improvement Norris is striving to achieve in the next three years:

Data analysis and data-based decision-making for student learning: The district needs to demonstrate an improved ability to utilize data in a timely manner to identify instructional interventions to assist struggling students. Specifically, the district needs to develop a communication protocol around initial NeSA performance data which allows teachers to communicate concerns about proficiency based on initial Spring NeSA performance outcomes, especially focusing on non-proficient students.

Technology deployment: the Norris district has prided itself on being a technologically adaptive and selectively innovative system. In the next three years, the district must strive to not only maintain but gain on new technological ground or its footing as a technologically innovative school district will falter. The district has routinely been well represented at the state education technology association conference, offering breakout sessions and featured demonstrations of various tech applications for education. The district had over half a dozen teachers win Google apps in education chrome book grants, which provided 1 to 1 chrome book computers for their classrooms. The district has deployed multiple mobile learning device cards, from netbooks to chrome books to iPads, while maintaining hardwired dedicated desktop lab systems. In the next three years, Norris should look to further deploy a mobile, any time - anywhere technology environment, which negates the necessity of computer labs as a separate technological entity. The district must also take steps to address the digital divide and ensure that no sub-population of students is deprived of technology or tech-based access to resources due to a lack of means.

Interventions for special populations and individually appropriate achievement goals: The Norris school district continues to demonstrate a high level of aggregate academic achievement. This should not be misconstrued to mean that all students are achieving optimally. Instead, data continue to indicate that some Norris students are underperforming and are skills deficient in key content areas that equate to life skills such as reading and mathematics. The district has focused previous efforts on differentiating instruction, and offers an expansive range of accelerated course options and extended learning opportunities through its high ability learners program in the middle school and advanced placement and dual credit courses in the high school. The district should focus efforts in the next three years on ensuring that all students possess core academic competencies as measured by state standards in each area. In particular, Norris needs to exhibit a laserlike focus in assisting those students who are not proficient on NeSA exams for Reading, writing, mathematics, and science.

Additional Information

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

Dealing with resource shortfalls in a growing district has been a particular predicament of the last three years. The school district has grown in enrollment annually since its inception. However, two of the last three years have seen two of the largest state aid reductions in its history. While overall dedicated state tax revenue for state aid to schools was increased by 5% statewide last year, Norris actually saw a 15% reduction in its state aid. Just two years before, the district received one of the largest cuts in its aid history, taking a \$1.38 million reduction in a 6 million dollar aid package.

While some of these cuts in state aid have been offset by local valuation increases due to a strong ag sector, the practical reality has been a greater reliance on local resources and due to the constriction of state dollars to the Norris system. Ironically, this has occurred in an environment in which the district continues to function very efficiently; the last two years in a row, in fact, the system has the lowest per-pupil cost in Nebraska. Thus, while the district is one of the most efficient public school systems in the state, it has still been forced to look for further efficiencies operationally without adversely impacting the instructional environment.

In order to address this disparity between needs and resources available, the district has become a more vocal and informed advocate of legislative policy that would promote attainment of needed resources for Norris students. Specifically, in the last legislative session, the district Superintendent testified on behalf of state aid legislation and Career Academy bills which would have provided substantial resources back to the district's programs - and similar ones for other districts throughout the state.

Additional information:

Five years ago, the district participated in a CIIV - continuous improvement integrated visit. While not a district accreditation review, the purpose of CIIV was to allow the district to conduct an accreditation review and meet program compliance requirements for areas audited or examined by the state of Nebraska (NDE).

The chief recommendation coming out of this last visit was that the district focus its efforts on becoming more systemic and systematic. After Board of Education study and administrative analysis, it was determined that one means of furthering the districts work in this area was to commit to the rigors of district accreditation.

The review process that the district itself has undertaken internally in order to prepare for the accreditation review has provided us with an ample evidence base to reassure our patrons and parents that we are doing a very good job promoting student learning and fostering an environment which allows students to excel. This is, in fact, consistent with our mission to ensure every learner thrives.

However, the analysis our stakeholders have conducted has also brought to light some areas wherein the district must strive to improve over the next continuous school improvement cycle.

In particular, the system must leverage key personnel in order to develop a strategic plan for the district as it may be entering an era of unprecedented growth. This is quite possible even though the district has grown in student population annually since its inception. With the growing size of the district, there comes a logical need for the system to have refined processes that carefully delineate the responsibilities of each individual team member and also galvanize the commitment of each team member in serving the broader purpose of the organization.

Our own internal review in advance of the district team's external review suggests to us that the following steps are crucial ones for the Norris district's continued efficacy as it seeks to expand its impact on helping every students achieve his or her life ambitions:

*Development of a strategic plan that incorporates personnel, instructional program, fiscal implications, and infrastructure requirements.

*Deployment of a truly integrated data management system, which provides user-friendly access and analysis of real-time student achievement data incorporated from a variety of assessments. Right now, data still exist in multiple repositories and the Data Warehouse system developed by the ESU (DIAL) is not yet fully operational.

*Continued development of technology infrastructure and deployment of technology to truly leverage its ability to engage individual student learners and not merely as a tool for supplementing or enhancing instructional practice (though this latter aim is desirable in and of itself).

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.

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: 2.5

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 system 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"> •District purpose statements - past and present •Survey results •Documentation or description of the process for creating the district's purpose including the role of stakeholders •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 	Level 2

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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 outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •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 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •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 •Statements of shared values and beliefs about teaching and learning 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Survey results •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •The district data profile •DIAL district data warehouse; involvement of Norris staff in state data warehouse initiative. 	Level 3

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

The district has a strong purpose and direction focused on student learning and evident through collaborative school improvement processes, the investment of teacher leaders in professional development planning and execution, and the guidance of the School Board through formal policy. The purpose and direction of the school district is made known to stakeholders through different avenues of communication. Stakeholders receive information through student folders, teacher emails, district newsletter, school facebook page and the district website.

Purpose and Direction supporting documents/processes:

1.1
District purpose statement: Board minutes document Board re-adoption of District Mission statement

Survey results: Diagnostics demonstrate use of AdvancED survey instruments and high degree of perceived efficacy related to purpose and direction.

Elementary

<https://docs.google.com/file/d/0B5G3dhEA02CIUGhvMk5MVIZ3ZDA/edit?usp=sharing>

Middle

<https://docs.google.com/file/d/0B5G3dhEA02Cldlh3YmEtX3pJM0U/edit?usp=sharing>

High

<https://docs.google.com/file/d/0B5G3dhEA02CIOHJTcXBtNmt1QWM/edit?usp=sharing>

Mission statement posted in all classrooms

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Mission statement on homepage of website <http://www.norris160.org/>

Board holds an annual retreat for purpose of identifying key strategic goals and areas of interest, which are reflected monthly as standing item for Board focus. Meeting minutes available at

<http://meeting.nasbonline.org/public/Agency.aspx?PublicAgencyID=4345&AgencyTypeID=1>

1.2

Annual Reports <http://www.norris160.org/districtdistrict-home-page/annual-reports> (stakeholder communications or marketing materials)

1.4 Documented, Systematic Continuous Improvement

DIAL Data Warehouse will be demonstrated by Dr. Torri Lienemann

DIAL FAQ at https://docs.google.com/document/d/1QLex0Fay7xEr_P0XE0bYRuUjDwU89_V8vp9l_pijnHE/edit?usp=sharing

Agenda, Minutes from Continuous Improvement Planning meetings include

10-12 meeting

https://docs.google.com/document/d/1Oi8w9lsjaeliWyBEKiRu_QhKw2Nu723zOjnhNq1p5i4/edit?usp=sharing

May 2013 Agenda for Exec Council (District SI Committee)

<https://docs.google.com/document/d/1U8yXoboc5bB44ZUEfbHUOLGUpJ-yLeDhBgkfUb2TY0l/edit?usp=sharing>

District Data Profile: State of Schools Report

<http://reportcard.education.ne.gov/Default.aspx?AgencyID=55-0160-000>

Norris Middle School Mission and Motto:

<https://docs.google.com/file/d/0B5G3dhEA02CIR0E4VWdyNDkzUms/edit?usp=sharing>

Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks •The policies are published online via google docs folder and policy changes are publicly posted as are policy reviews via the NASB emeetings site utilized by the Board of Education. 	Level 3

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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"> •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 •Proof of legal counsel •Governing authority training plan •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 •The Board of Education has been a perennial winner of the Outstanding Board award for participation in NE School Boards Association trainings, workshops, and professional growth seminars. 	Level 3

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.	<ul style="list-style-type: none"> •Communications regarding governing authority actions •District strategic plan •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Social media •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Professional development offerings and plans •Examples of collaboration and shared leadership •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 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none"> •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 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite

sources of evidence the External Review team members may be interested in reviewing.

The key areas of strength are the Board of Education in guiding all policy and maintaining a clear demarcation in role and responsibility from the leadership of admin, whose responsibilities encompass the day-to-day operations of the district and carrying out the vision set forth by the Board.

The professional development is collaborative and teacher-led. The supervision and evaluation process includes descriptive data from the observing administrator with specific criteria upon which performance is based. The evaluation documents and accompanying policies have been approved by the state of Nebraska.

The Board of Education and the administrative team are key to the strengths of the district. The Board of Education guides all policy and maintains a clear demarcation in role and responsibility from the leadership of administration, whose responsibilities encompass the day to day operations of the district and carrying out the vision set forth by the Board. The culture is consistent with providing a positive learning environment.

GOVERNANCE AND LEADERSHIP supporting documents

2.1

Student / School Handbooks

Governing Body Policies

All policies are online. They are available via Norris District site at

<https://drive.google.com/a/nsdtitans.org/folderview?pli=1&id=0BwqsfxQdNECEbVF3d1NKdXR1cck#>

District Operations Handbook

Transportation Handbook

<https://docs.google.com/file/d/0B5G3dhEA02CIQk5oOUIXdVFSemc/edit?usp=sharing>

Staff Handbooks

Elementary Staff Handbook

<https://docs.google.com/file/d/0B5G3dhEA02CldDhqamx2MjgxdEU/edit?usp=sharing>

Middle School Staff Handbook

<https://docs.google.com/file/d/0B5G3dhEA02CIN2YxUVU4UGNacTA/edit?usp=sharing>

High School Staff Handbook

https://docs.google.com/document/d/1-hD_vW9i-Z43IGWMjPtEUC44vzWhqnAivCi6cWKLnVY/edit?usp=sharing

District Operations Manuals

2.2 Governing Body

*We can produce invoices and show you documentation of correspondence with legal counsel or memoranda communicated back to us.

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*Powers and duties of Board:

<https://docs.google.com/document/d/1D1TFP-CxfSUQveRfAOveUv2B7EhR3TCcl-ZCviEXLjY/edit?usp=sharing>

*Conflict of Interest policy

https://docs.google.com/document/d/1bxl7zG6DTkQdoWq1js60bjRCZwNs_uLwomvPJhHYUBI/edit?usp=sharing

*Compliance review information

Safety and Security review

https://docs.google.com/file/d/0B69iIHb_CCtaZTkyZjVIZTIYjY2Zi00ZWZiLWI0NzQtN2Q5MjViYWU4ZTRm/edit?usp=sharing

Safety and Security review

https://docs.google.com/file/d/1lyGje5julzLMQOqF1Q2_anX-Nygz9FJ_PJ9uCU7kxI4h6IY2zks1FhE2LpaL/edit?usp=sharing

2.3 Governing Body

Responsibilities of school leadership articulated:

Superintendent:

https://docs.google.com/document/d/1nQcWx4IEFP8j_vy4TGJa3DABA/UyzICXSkJwmYRRHyw/edit?usp=sharing

Description and clarification of roles and responsibilities of school leadership:

<https://drive.google.com/folderview?id=0BwqsfxQdNECENkYtUDMyeVJTTEE&usp=sharing>

Annual budget work session and formal budget adoption.

2.4 Leadership and staff

Fostering a culture consistent with purpose and direction.

<http://www.norris160.org/news/norris-school-board-members-recognized-outstanding-service-gana-glenn-kruger-grosshans-take>

Professional development offerings and plans:

Tech infusion breakout sessions:

<https://docs.google.com/file/d/0B5G3dhEA02CIZG5JREIUcmQtUnc/edit?usp=sharing>

2.5 Leadership engages stakeholders

Survey Responses:

Website survey notes

<https://docs.google.com/file/d/0B5G3dhEA02CILVUxd05WaVpveEE/edit?usp=sharing>

Newsletter Survey results:

<https://docs.google.com/file/d/0B5G3dhEA02CIRjVTakppQ2I1YTQ/edit?usp=sharing>

Involvement of Stakeholders in a School Improvement plan:

Membership of steering council includes two community members - non-staff.

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HS Principals' Advisory Council: Ask Ryan Ruhl

MS Teammates and Norris CARES network: Ask Mary Jo Rupert

2.6 Leadership and staff supervision and evaluation

Professional Development plans related to supervision, evaluation:

<https://docs.google.com/file/d/0B5G3dhEA02CIS2dpN2JEOTBnUDQ/edit?usp=sharing>

Professional evaluation model:

<https://docs.google.com/file/d/0B5G3dhEA02CIZk50X09JZUZKS1U/edit?usp=sharing>

Governing body policy on supervision and evaluation.

Approved by State.

<https://docs.google.com/document/d/1cBx46p4jjUPJm1iLgHynLw6DQHYYw3MhpHYL9b-TNQ/edit?usp=sharing>

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: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students across the system with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Some individualized learning activities for each student are evident randomly or in some but not all schools.	<ul style="list-style-type: none"> • Learning expectations for different courses and programs • Course, program, or school schedules • Student work across courses or programs • Course or program descriptions • Survey results • Posted learning objectives • Enrollment patterns for various courses and programs • Teacher evaluation criteria which aligns to best practices and reflects a collaboratively developed Professional Learning Plan approach. 	Level 2

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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.	System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Curriculum alignment is a sustained core component of professional development and school improvement planning. 	Level 2

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 in most schools sometimes 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 groups of students when necessary. Teachers sometimes 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"> •Authentic assessments •Findings from supervisor formal and informal observations •Student work demonstrating the application of knowledge •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Project based learning and experimental practices (solar oven project, etc.) that engage students in critical thinking exercises. 	Level 2

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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 monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Annual staff recognition; involvement of teachers as professional development leaders of their peers; use of walkthroughs by administration aligned to specific criteria and offering feedback to teachers. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Calendar/schedule of learning community meetings •Professional development funding to promote professional learning communities •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 •Provision of professional leave for teacher participation in content area collaborative work group meetings and CO-teacher / regular content teacher collaborative meeting. 	Level 3

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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.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Samples of exemplars used to guide and inform student learning 	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.	Some 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 system personnel.	<ul style="list-style-type: none"> •Records of meetings and informal feedback sessions •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •New staff orientation day and agenda for induction and training. Common professional reading (Wong) for new teachers. 	Level 2

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 and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> •Performance-based report cards •Examples of learning expectations and standards of performance •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 •Samples of exemplars used to guide and inform student learning 	Level 3

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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.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adults who advocate on their behalf •Master schedule with time for formalized structure •Teammates mentoring program; MS Rtl process identified individual students to track based on academic + social/behavioral indicators. 	Level 2

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 across the system 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 in most or all schools 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"> •Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting •Assessment for learning / standards-based grading initiative in MS; standards-based report cards in Elementary. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs •Steering committee for SI and building level SI provide key input in development, design, implementation of Professional Development. 	Level 3

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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 special populations of students based on proficiency and/or other learning needs (such as second languages). System and 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.	<ul style="list-style-type: none">•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students•PBIS training and support; co-teacher/regular ed teacher collaborative planning opportunities.	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 the External Review team members may be interested in reviewing.

Curriculum: Recent years have seen a sustained focus on surfacing the curriculum and making curriculum for all courses more transparent. This has been done through what initially began as chronological curriculum mapping, and has progressed into collaborative workgroups focused on each content area.

Monitoring of curriculum: There is a deliberate emphasis from building principals and assistants in monitoring progress on the curriculum via walk-through informal observations as well as more standard milestones observed during formal observations.

The major means of monitoring the curriculum, however, is through the periodic professional development dates on the approved district calendar which provide time for teachers to check in with one another. In addition, monthly meetings and documentation of curricular conversations are expectations from our principals.

Instructional strategies:

Monitoring instructional practice: This is primarily achieved through administrators' observations of teachers instructional practice. Over the last three years, the district has made a commitment to providing collaborative time for the integration of a co-teaching model which allows co-teachers from special-education and regular at teachers to collaborate and monitor their instructional practice more closely. The result has been a more seamless and effective partnership between co-teachers and regular classroom teachers.

Collaborative learning organization:

Collaboration is the primary vehicle through which professional development occurs in the district. Most professional development is internally driven, led by Norris teachers who offer support to their colleagues, addressing identified concerns of the group which have been identified through analysis of student achievement data.

Implementing the system to support learning: The ongoing, collaborative structure has helped the district move towards more systemic practice. However, this is an area where some content groups have evolved further than others. With the acquisition and implementation of a new reading program this year, a reading coach has been added to assist with systemic implementation and curricular fidelity. In the area of career and technical education, the district recently won a competitive state grant to allow for analysis of curriculum and systemic

implementation to support learning. This grant is called 'reVision.'

Mentoring, coaching: This is overseen by the principals in each building, and the induction and mentoring of new staff is becoming an increasingly important task as the student population grows, and some veteran teachers retire from the system. This is a clearly identified area of need for our teachers, and the district will work to become more systematic in developing and implementing a teacher mentoring model.

Keeping others informed of children's progress: Norris teachers do an outstanding job of maintaining current, timely results on student progress, and these are easily and readily communicated through the district information system, Power School. There are even smart phone/tablet applications for the Information System that allow for an easy interface, combined with weekly email summaries of progress that allow parents to readily examine their student's achievement, as soon results are entered into the electronic gradebooks. The district also utilizes more traditional methods of communicating results, including parent-teacher conferences and report cards.

Designing structures for outreach/relationships:

A point of pride for the district has been the flourishing Teammates mentoring program, which pairs students with an adult mentor for a weekly meeting at school with the adult community volunteer and the student. The district's guidance counselors are highly qualified and serve students' social, emotional and personal needs through a combination of 1:1 service as well as groups that form as support groups for specific purposes. In addition, the district's special education team offers a Circle of Friends peer mentoring and peer modeling team that puts students in leadership positions to assist in the full social integration of students who may otherwise be marginalized.

Grading and reporting based on clearly defined criteria:

Our middle school has done the most in this area, to define and articulate clear criteria for grading and reporting, including homework policies as well as a very clear distinction between formative and summative assessments. Other buildings in the system have also developed clear criteria for grading that are aligned with the state standards and meet or exceed their rigor. This is an area where the district could become more systemic and systematic.

Continuous program of professional learning:

Curriculum groups have a professional expectation of meeting monthly, and the rollout of Google plus communities has enabled a consistent, communal exchange that promotes professional dialogue. In addition, staff members have been encouraged to develop and deploy a PLN or professional learning network. These have occurred outside the scope of traditional staff development, which continues to encourage ongoing learning and uphold this as an expectation that occurs through an annual PLP or professional learning plan that is individually articulated, but collaboratively accomplished.

Learning support services:

In the last several years, the district's RTI process has become much more refined, specific, and penetrating in its use of multiple measures, both qualitative and quantitative. In order to document this, we recommend showcasing some of the previous year's Rtl spreadsheets to the visitation team.

Teaching and Assessing for Learning: Descriptor Alignment sample documents

3.1 The system's curriculum, instructional design, assessment practice...guide and ensure teacher effectiveness and student learning...

High School Curriculum Guide

<https://docs.google.com/file/d/0B5G3dhEA02CIN3NDMkY0bjVMb0k/edit?usp=sharing>

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High School Course Listing

<https://docs.google.com/file/d/0B5G3dhEA02CIVzNsQmlyU2ZWaWs/edit?usp=sharing>

High School Master Schedule

https://docs.google.com/document/d/1EY0idfmUo-PdrqFvKnbt6i6QDonA4cw1-_opaJLUbtc/edit?usp=sharing

Middle School Schedule:

<https://docs.google.com/file/d/0B5G3dhEA02ClaEtFcjJmdFRPNnM/edit?usp=sharing>

Course, Program, School Schedules

Elementary School Schedule

<https://docs.google.com/spreadsheets/ccc?key=0ApG3dhEA02CldF85N05BSnNIMkIxYnA3aVBsZ3pCbVE&usp=sharing>

3.2 Curriculum, instruction, assessment throughout monitored, adjusted

Standards-Based Grading Guidelines MS doc

<https://docs.google.com/file/d/0B5G3dhEA02CIM1pIS2hsREJ1VW8/edit?usp=sharing>

Chronological curriculum map for 7th grade

<http://www.norris160.org/department/7th-grade>

Middle School Curriculum Alignment Sample doc - Science

<https://docs.google.com/file/d/0B5G3dhEA02CIN3ZtRXIMTEI4T28/edit?usp=sharing>

Conversation protocol for Curriculum Alignment Staff Development

<https://docs.google.com/document/d/1-01H-RH--onUfRreJEL8Vi19OMeKZYjFH88hI25GIbk/edit?usp=sharing>

3.3 Teachers engage students through instructional strategies...

Authentic assessment / Project-based learning

Ag courses greenhouse poinsettia cuttings

<https://docs.google.com/file/d/0B5G3dhEA02CIZXpzNmhWajVIT1k/edit?usp=sharing>

Project-based Learning Floral design

<https://docs.google.com/file/d/0B5G3dhEA02CISWIKWFowWE5hcUk/edit?usp=sharing>

Application-based learning Vet Clinic for Animal Science class

<https://docs.google.com/file/d/0B5G3dhEA02CIWTFRMGIzU1ROY2s/edit?usp=sharing>

3.4 System and school leaders monitor and support instructional practice...

Curriculum Map landscape sample from Spanish IV

<https://docs.google.com/file/d/0B5G3dhEA02CIZVlkWmx4REIrVWs/edit?usp=sharing>

Curriculum Map landscape sample from Physics

<https://docs.google.com/file/d/0B5G3dhEA02CIZVpDR2RpVIU1T00/edit?usp=sharing>

Staff recognition annual banquet invite

<https://docs.google.com/file/d/0B5G3dhEA02CicWVDVm1xb1NOaXM/edit?usp=sharing>

3.5 System operates as a collaborative learning organization...

Team Professional Learning Plan summary documentation - HS

<https://docs.google.com/file/d/0B5G3dhEA02CId0I0VUc5Q3I1RjA/edit?usp=sharing>

Curriculum Group team meeting locations for curriculum alignment time PD

https://docs.google.com/document/d/16JhrrcWm3IWuZyLefZC-qzkvOg_s-WXrFPGZF3sMqJs/edit?usp=sharing

K-12 Collaborative work group Reading Alignment meeting minutes

<https://docs.google.com/file/d/0B5G3dhEA02CId3InSThXaDhLd2M/edit?usp=sharing>

3.6 Teacher implement the system's instructional processes..

Example of learning expectations and standards of performance

<https://docs.google.com/file/d/0B5G3dhEA02CIdTdsWDFFN1pWWk0/edit?usp=sharing>

3.7 Monitoring, coaching, and induction programs support . . .

Walkthrough Feedback protocol

<https://docs.google.com/file/d/0B5G3dhEA02CIOEtqYmVsRIFwNm8/edit?usp=sharing>

3.8 The system and all its schools engage families in meaningful ways . . .

Parent meetings, parent teacher conferences, interview Ryan Ruhl re: "Flipped" PT

Parent meetings and parent teacher conferences are noted on the District Calendars page

<http://www.norris160.org/district/calendars>

3.9 The system designs and evaluates structures in all schools . . . whereby each student is well known by at least one adult...

List of Teammates Mentoring program participants (adult volunteers)

<https://docs.google.com/document/d/1a6kD8DOLrx6w59wdLZ9ewyD2qGZp8pY1flq1ufoLjk/edit?usp=sharing>

Principals & teachers can display RtI spreadsheets which contain highly descriptive individualized information that incorporates social and personal concerns along with academic achievement data.

Middle School and High School schedules both contain structures (LITT/IAP) that provide individualized attention and outreach to students such as the Individual Academic Period.

3.10 Grading and reporting are based on clearly defined criteria . . .

Grading guidelines document, MS:

<https://docs.google.com/file/d/0B5G3dhEA02CIdUtqTnRhVnJDQzA/edit?usp=sharing>

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Report card sample (MS):

<https://docs.google.com/file/d/0B5G3dhEA02CIT29OckZ1ZjBMRjQ/edit?usp=sharing>

3.11 All staff members participate in a continuous program of professional learning...

Standards-based observation protocol

<https://docs.google.com/file/d/0B5G3dhEA02CIMEhkd2kyeUVvQUk/edit?usp=sharing>

Professional development plan 13-14 district overview

<https://docs.google.com/file/d/0B5G3dhEA02CIS090Z3ZwalR0ZUU/edit?usp=sharing>

School Improvement Quadrants: SI focus areas for district

<https://docs.google.com/file/d/0B5G3dhEA02CISmUtdktFQmsxQ3c/edit?usp=sharing>

Professional Learning Plan for all teachers [part of teacher evaluation plan]

<https://docs.google.com/file/d/0B5G3dhEA02ClaVk4R0UxLWV3eEk/edit?usp=sharing>

School Improvement Exec Council (Steering Committee, district) agenda sample

https://docs.google.com/document/d/1Oi8w9IsjaeliWyBEKiRu_QhKw2Nu723zOjnhNq1p5i4/edit?usp=sharing

3.12 The system and its schools provide and coordinate learning and support services...

The Rtl spreadsheets for buildings demonstrate tracking and use of data to identify unique learning needs of students.

IEPs and 504s demonstrate use of data to identify unique learning needs and tailor unique learning plans for students.

HS scheduling process involves all HS staff communicating with parents to tailor unique learning needs match with course recommendations for preregistration.

MS shared PBIS documents on behavioral structures and supports.

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: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •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 •Documentation of highly qualified staff •Use of UNL Project Para to ensure highly qualified support staff. <p>Annual audits and AFRs compiled by external agencies (auditor, NDE, etc.).</p>	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 sometimes focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is usually protected. System and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •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 •Alignment of school budgets with school purpose and direction •District passage spring, 2012 of \$14 million bond issue for new construction, infrastructure 3-4-5 Intermediate to open fall, 2013. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected system and 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"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •School safety committee responsibilities, meeting schedules, and minutes •Example school records of depreciation of equipment •Annual external safety and security audits conducted by outside consultants (Dr. Paul Toms; ALICAP loss control/risk management). 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •Policies, handbooks on district and school facilities and learning environments •District strategic plan for site development is being enacted in accordance with needs of growing student population. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Evaluation procedures and results of education resources •District education delivery model intended for school implementation including media and information resources to support the education program •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 •Norris is a google apps school and has provided ongoing support for the use and deployment of google apps and extensions to serve students.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •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 •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 •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff •District has instituted open wi-fi outside of school day and has strong wireless infrastructure. 1:"when needed" technology deployment including iPad carts and Chrome Notebook carts for teacher checkout in addition to dedicated lab spaces. 	Level 3

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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 a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students •Backpack program in Elem and MS levels; small group counseling by topic / theme to address student needs in personal/social realm and engage learners. <p>Principals Advisory Council in HS.</p>	Level 2

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 a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process 	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 the External Review team members may be interested in reviewing.

Areas of strength include diagnostic and evaluation procedures to intervene to assist learners in need through the provision of adequate resources. Strength include diagnostic and evaluation procedures to intervene to assist learners in need through the provision of adequate resources. Norris continually retains and hires only the highest qualified teachers. This is displayed to high percentage of teachers holding a Masters degree. The hiring process is in place by the use of Applitrack and Crown Global by administrators. Time and resources are budgeted to support the educational program and at the same time maintaining a high quality and up to date facilities. The district has a strategic plan in place for future growth. Information and communication are maintained through many modes including new technologies. There are built in supports for technology to grow provided by survey data and a separate technology budget. Norris continually reviews the welfare of all of its students, but there is a need for a systematic referral process to be put in place to access our current strategies and support systems.

Resources and Support Systems Standard 4

4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified...

Accreditation Report

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Staff qualifications information for Norris from State of Schools Report Card

http://reportcard.education.ne.gov/pg_Teachers.aspx?AgencyID=55-0160-000

Annual Financial Report for District (Searchable) state database

<http://www.education.ne.gov/FOS/ASPX/Search.aspx?id=1>

4.2 Instructional time, material resources, and fiscal resources are sufficient...

Material and fiscal resources for . . . educational operations

Board of Education Budget work session docs

<https://docs.google.com/file/d/0B5G3dhEA02CISWNCTTN1RkZCREU/edit?usp=sharing>

<https://docs.google.com/file/d/0B5G3dhEA02CISWNCTTN1RkZCREU/edit?usp=sharing>

Resource advocacy for schools

<http://skrettasscintillatingsalutations.blogspot.com/2013/05/a-chalk-talk-on-state-aid-from-doc.html>

4.3 The system maintains facilities, services and equipment to provide a safe, clean, healthy...

Healthy Schools Open House promo

<http://www.norris160.org/news/healthy-schools-open-house-saturday-morning-feb-11th-elementary>

Healthy Schools National Recognition of Norris

<http://www.norris160.org/news/norris-elementary-wins-national-recognition-healthy-schools-award>

Action for Healthy Kids Recognition of Norris

<http://www.norris160.org/news/norris-schools-recognized-2013-action-healthy-kids-summit>

Nebraska Schools at Forefront of Exercise Movement (features Norris)

<http://www.omaha.com/article/20130422/LIVEWELL02/704229930>

4.4 The system demonstrates strategic resource management . . .

School bonds site for bond issue information / ballot referendum

<https://sites.google.com/a/nsdtitans.org/bond2012/>

4.5 The system provides, coordinates, evaluates the effectiveness of information resources and related

4.6 The system provides a technology infrastructure and equipment to support . . .

Overview of Technology at Norris Schools

<https://docs.google.com/file/d/0B5G3dhEA02CIdUppTVdVNERQRzQ/edit?usp=sharing>

4.7 The system provides, coordinates . . . support systems for social/emotional/physical needs

Norris Guidance district program presentation

<https://docs.google.com/file/d/0B5G3dhEA02CINnNZSEI0WDFdzQ/edit?usp=sharing>

4.8 The system provides, coordinates, evaluates . . . counseling, assessment, career planning..

Norris Career Education course of study Manufacturing (sample)

<https://docs.google.com/file/d/0B5G3dhEA02CITG1tLVZTNHFRMEU/edit?usp=sharing>

Norris Career Education course of study Science, Tech, Engineering, Math

<https://docs.google.com/file/d/0B5G3dhEA02CIMGQwbDFTS082NGs/edit?usp=sharing>

Using Results for Continuous Improvement

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

Overall Rating: 2.4

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 use an 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 performance. The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions. Some assessments are proven reliable and bias free. The assessment system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •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 •Assesment calendar anchors annual assessment administration. Training and professional development provided annually to ensure equitable and fair assessment practices and use of qualified accommodations. 	Level 2

Accreditation Report

Norris School District #160

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.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •Examples of data used to measure the effectiveness of the district systems that support schools and 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 •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

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.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data •Involvement of district in development and deployment of DIAL data warehouse system through ESU 6 to archive and analyze student performance data. 	Level 3

Accreditation Report

Norris School District #160

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.	<ul style="list-style-type: none"> •Policies and procedures specific to data use and training •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 success at the next level •District subscribes to NSSRS data disclosure protocol. <p>District utilizes multiple measures to verify / validate student improvement as well as identification of student intervention needs.</p>	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 information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •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 •Annual report documents and use of district web to publish student achievement related news. 	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 the External Review team members may be interested in reviewing.

The district has demonstrated a strong collaborative process that engages the public through the Board of Education and communications outreach to communicate and utilize results for continuous improvement. The district can do more in disaggregation of results to better target subpopulations of special needs learners to assist in ensuring improvement for all. Norris maintains a defined and comprehensive student assessment system including DIBELS and PLD's at the Elementary, ACT at the High School and NeSA and MAP at all levels. Data analysis takes place yearly within the executive school improvement team as well as quarterly through the curriculum and grade level teams. There is evidence we need to enhance the knowledge and strategy planning of new staff and non-core teachers for data analysis. The district has a need to do more to engage student learners actively in the improvement process by equipping them with more timely and appropriate knowledge of results on district and state assessments in order to help them articulate meaningful personal growth goals.

Using Results for Continuous Improvement Standard 5

5.1 The system establishes and maintains . . . comprehensive student assessment system

Information management system and teacher gradebook is PowerSchool

<https://docs.google.com/file/d/0B5G3dhEA02CIZnFJakk2NEZaM0U/edit?usp=sharing>

Assessment Calendar

<https://docs.google.com/file/d/0B5G3dhEA02CIZGdMSmRGSIZfNHM/edit?usp=sharing>

5.2 Professional and support staff continuously collect analyze and apply learning from a range of data sources. . .

DIAL data warehouse system can be demonstrated by Dr. Torri Lienemann

RTI building-level tracks data from a variety of sources for instructional interventions

Sample Curriculum Program report (Social Studies) demonstrating data used to measure effectiveness

https://docs.google.com/a/nsdtitans.org/presentation/d/1KAAefZ0A_A8Ov5nJCXpqqItBjJFVMla8G6-eioBvxk0/edit#slide=id.p17

NEPAS data-based accountability state system - Norris report

http://reportcard.education.ne.gov/pg_NePas_District.aspx?AgencyID=55-0160-000

5.3 Throughout the system professional and support staff are trained in interpretation and use of data...

District presented at and annual sends delegates / trained trainers to NDE Data Conference

<https://docs.google.com/file/d/0B5G3dhEA02CIU1gyTEgyUWgwMFk/edit?usp=sharing>

5.4 The school system engages in a continuous process to determine verifiable improvement...

Longitudinal data for individual students from MAP and NeSA data is used in conjunction with Classroom-Based grading to determine and demonstrate readiness for next level.

District subscribes to NSSRS data protocol and utilizes NSSRS for all official Nebraska data reporting / recording.

<https://docs.google.com/file/d/0B5G3dhEA02CIVkIOZHRuQm5UZFU/edit?usp=sharing>

Longitudinal data analysis snapshot for NeSA Norris

<https://docs.google.com/file/d/0B5G3dhEA02CIWEQ5Rmx1SGg2NEE/edit?usp=sharing>

5.5 System and school leaders monitor and communicate comprehensive information about student learning...

Examples of district communicating and monitoring comprehensive information about achievement:

<http://www.norris160.org/news/state-test-scores-show-continued-strong-performance-norris-students>

<http://www.norris160.org/news/state-writing-results-released-11th-grade-norris-students-turn-strong-performance>

<http://www.norris160.org/news/nepas-school-rankings-cause-celebration-norris-norris-earns-top-5-rank-reading>

District website

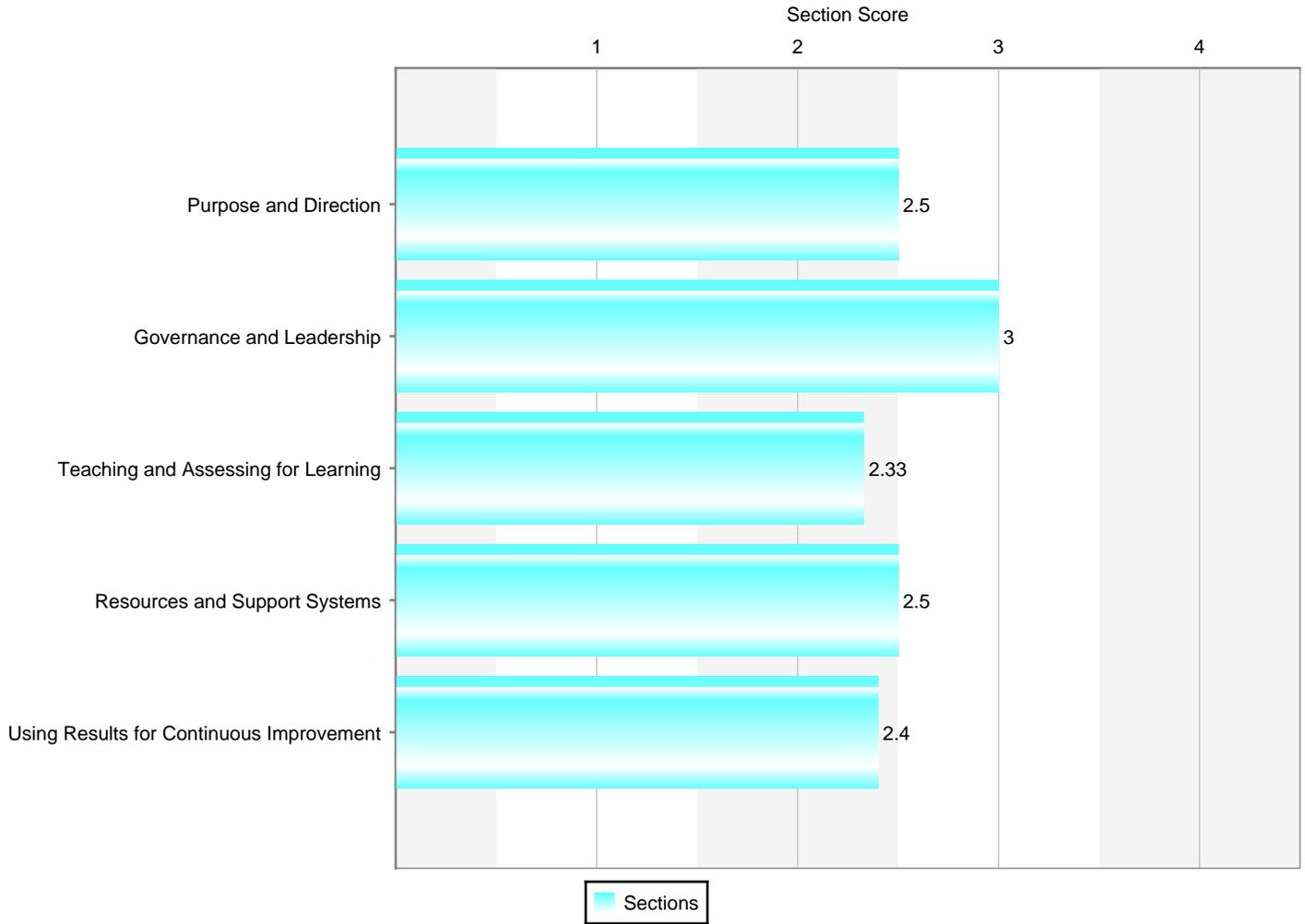
www.norris160.org

District annual reports documenting achievement data

<http://www.norris160.org/districtdistrict-home-page/annual-reports>

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

Assurance	Response	Comment	Attachment
Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	<p>The district Executive Steering Committee examined feedback from the AdvancED survey and analyzed results at the annual two-day School Improvement retreat.</p> <p>The parent results are uploaded below. Results for staff and students are also available and summary information will be shared out in district newsletters and has already been referenced in Superintendent's August newsletter report to patrons.</p>	Parent survey scoring summary all schools

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Shared or Common High Indicators Included:

Staff 2.2 The governing body operates responsibly and functions effectively.

Students 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

Parents 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

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

The survey was administered in the winter and spring of 2013; this was the baseline administration of the survey so there is not a comparative analysis available.

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

The findings are consistent with a perceived high level of support from parents combined with high levels of parental involvement and volunteerism through initiatives such as PTO and Teammates and Music and Athletic boosters programs which have a high level of parental engagement.

Areas in Need of Improvement

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

Staff: 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Students: 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Parents: 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.

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

The survey was administered in the winter and spring of 2013; this was the baseline administration of the survey so there is not a comparative analysis available.

What are the implications for these stakeholder perceptions?

There is a clear perceived need among staff to take steps to formalize mentoring and induction programs for new teachers and teachers in new roles within the system.

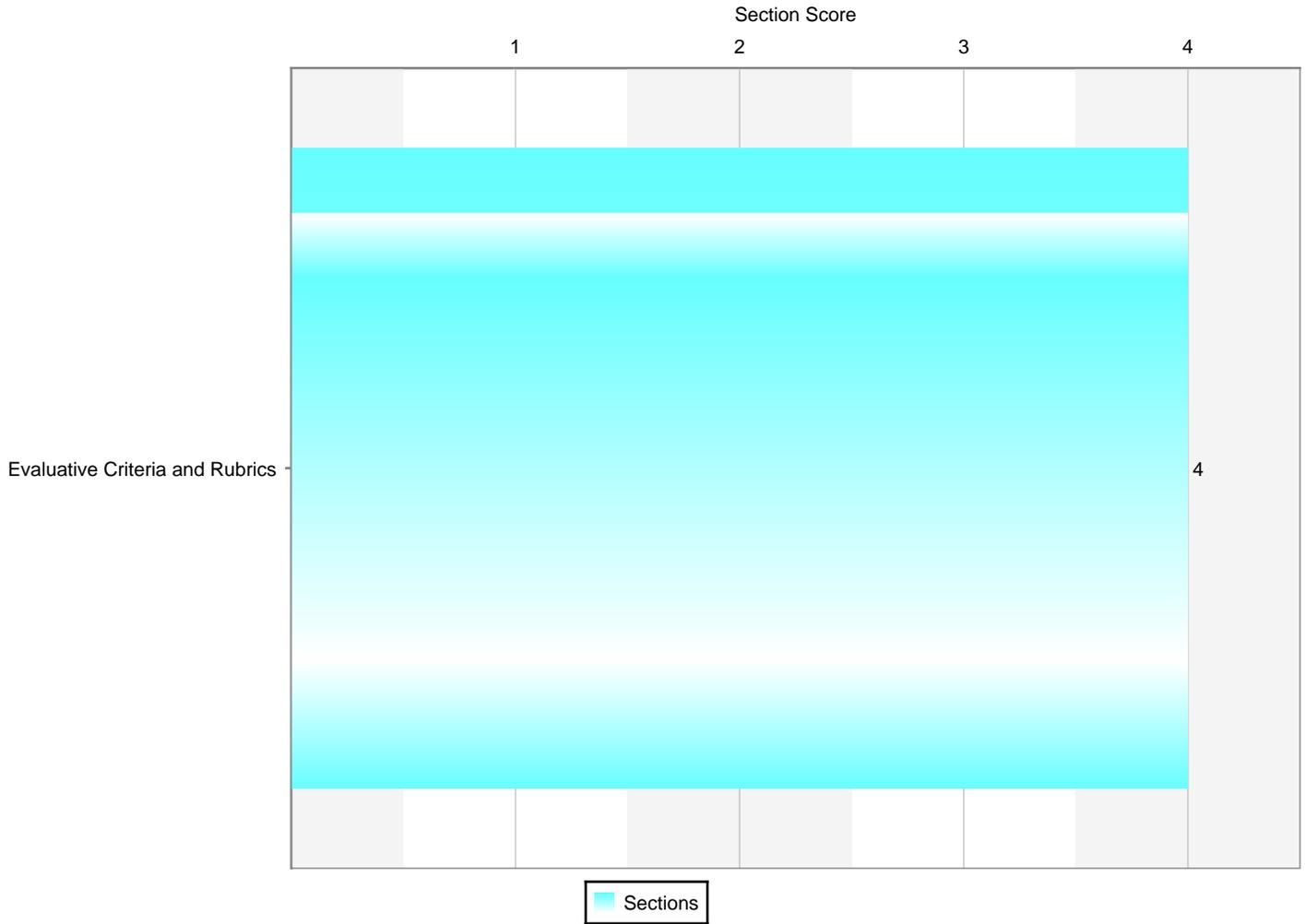
In order to increase stakeholder satisfaction, the district needs to examine criteria for clarity in communication around student grades and the criteria upon which grades are based.

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

The faculty findings are consistent with informal feedback mechanisms / loops through School Improvement processes and other collaborative committee work suggesting the need for institution of a more formal mentoring and induction program.

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

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes	We have included the Norris NESAs data worksheet analysis and also have MAP results and are in process of creating a district data warehouse in conjunction with program developers from ESU 6 who are tailoring the DIAL system to allow us to run correlational analyses describing and defining achievement trends for individual and aggregate scores.	Student Performance Diagnostic NORRIS NeSA Complete

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

While some grade levels have performed higher than others, Grade levels 4, 6, 7 and 8 performed at or above the +90% proficient status. Other grade levels(3, 5, and 11) performed below the ambitious targeted +90% proficient status ranging from 79%-86% on the NeSA-R. The measure used is a one-time / test-event administration of a standardized online assessment. (NeSA-R).

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

Reading demonstrates high aggregate level of student performance and a mostly positive trendline year-to-year and within cohort groups over time.

Sample Cohorts:

All NESAs-R scores improved in grades 3-11 from 2010 to 2012.

All NESAs-M scores improved in grades 3-7 from 2011 to 2012.

Same grade cohorts: 3rd grade math increased from 2.9 to 3.3

NESA-R grade-level cohorts 3, 4, and 6 all showed improvement from 2011 to 2012.

Which area(s) indicate the overall highest performance?

Grades 4 & 7 have had the highest number of students who have not merely met, but exceeded the standard in 2012. (4th grade-93% met or exceeded, 7th grade-95% met or exceeded).

District-wide reading scores show the overall highest level of performance gains in comparison to math and writing.

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

Female students have shown increased performance trendline in reading.

Students on free-reduced lunch increased their performance on the NESAs-R in grades 3, 4, 6, 7, and 8.

Between which subgroups is the achievement gap closing?

Female students have shown increased performance trendline in reading.

Students on free-reduced lunch increased their performance on the NESAs in grades 3, 4, 6, 7, and 8.

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

The above NESAs data is consistent with data gathered from other district assessments, including the MAP (Measures of Academic Progress), which serves as a predictor of student performance on state testing.

Areas in Need of Improvement

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

Male students in multiple grade levels are underperforming relative to their female peers in reading, but they are closing the gap.

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

There is a negative trend in the area of writing, based upon 2013 NESAW performance results. -Between 2012 and 2013, there was a decline in writing scores in grades 4, 8 and 11.

-A continuing area of needed improvement are students in special needs subgroups.

Which area(s) indicate the overall lowest performance?

The 2013 NESAW showed the overall lowest student achievement performance.

-4th grade showed the lowest weighted mean with a decreasing trend line.

-Grades 8 and 11 have also shown a need for concern due to lower than expected writing results.

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

Special education students and Free/Reduced lunch students are the largest subgroups wherein a lower performance level or achievement gap can be identified.

-Performance of students with special needs on the NESAR decreased in grades 4, 5, 7, 11.

-Performance of students with free-reduced on the NESAR lunch decreased in grades 5, 11.

Between which subgroups is the achievement gap becoming greater?

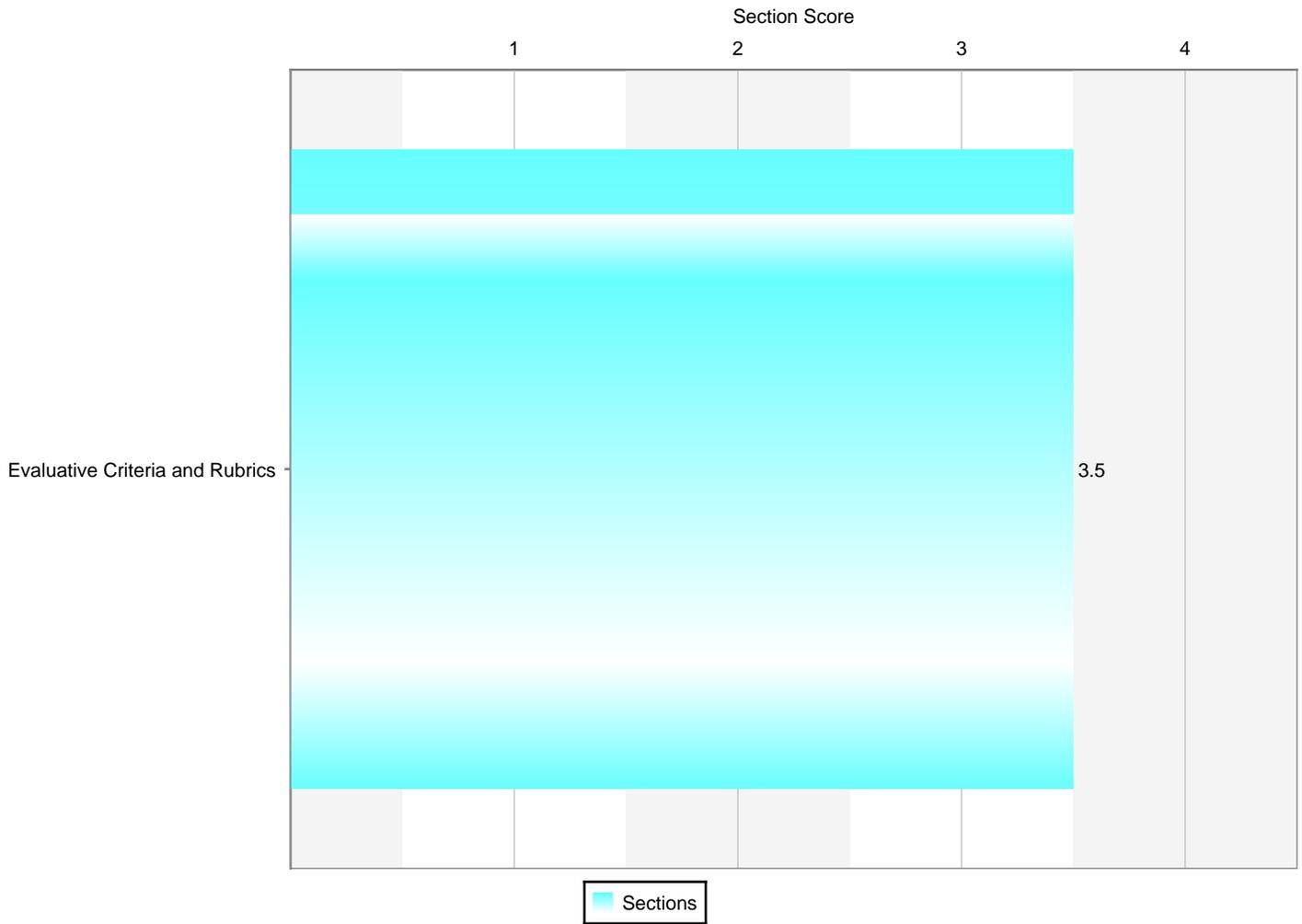
The achievement gap is not widening for subgroups, but remains persistent for Special Needs and F/R lunch status students.

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

These findings correlate with student performance on the MAP (Measures of Academic Progress) assessment, which the district uses as its NAI (National Assessment Instrument).

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

Assurance	Response	Comment	Attachment
<p>The institution has read, understands, and complies with the AdvancED Policies and Procedures.</p>	<p>Yes, we certify the above assurance.</p>	<p>The district has a long history of building-level AdvancED accreditation and has a standing district executive council for School Improvement which engages in review of AdvancED to further instill an understanding of and compliance with AdvancED policies. The Board of Education has a standing goal and area of focus in preparing for AdvancED accreditation and overseeing the quality and efficacy of the instructional program. The District, guided by its Board and directed by its administration, is committed to actualizing the expectations and meeting the standards of AdvancED.</p>	

Assurance	Response	Comment	Attachment
<p>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:</p> <ul style="list-style-type: none"> - 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 	<p>Yes, we certify the above assurance.</p>	<p>The district is expanding due to a growing student population and is opening Norris Intermediate in the fall of 2013. We are in process of application for recognition of the Intermediate School, as the building will first serve students in August of 2013.</p> <p>This reconfiguration of grade level assignments means that, effective fall, 2013 the district grades are: Elementary PK-1-2 Intermediate 3-4-5 Middle 6-7-8 High 9-10-11-12</p> <p>The previous configuration was Elementary PK-4; Middle 5-8; HS 9-12</p>	

Accreditation Report

Norris School District #160

Assurance	Response	Comment	Attachment
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, we certify the above assurance.	<p>The District has a District-Wide Safety and Security Plan which is reviewed and revised annually.</p> <p>The District participates in external safety audits annually conducted by both an independent safety consultant and also a review conducted by the district insurer (ALICAP) wherein a loss control (risk management) specialist inspects the worksite and safety procedures and routines.</p> <p>The District requires monthly safety trainings for all personnel and tracks completion rates for individual employees.</p>	Norris School District Safety & Security Plan

Assurance	Response	Comment	Attachment
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes, we certify the above assurance.	<p>The financial transactions of the district have appropriate oversight and are procedurally correct in compliance with local policy and state and federal requirements. Policy and Board oversight guide the personnel who oversee all financial transactions, including district bookkeeper and those with responsibility for processing payroll.</p> <p>District annual financial reports are maintained by the Nebraska Department of Education.</p> <p>The district meets all statutorily dictated fiscal year reporting requirements. The district utilizes state-provided forms and programs for reporting and recording pur</p>	2012 audit for 2011-12 conducted by Dana Cole accounting firm

Assurance	Response	Comment	Attachment
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, we certify the above assurance.	<p>The improvement plan is located in ASSIST.</p> <p>The improvement plan is realized through continuous professional development and supported through focused instructional effort aligned with a Quadrant of School Improvement that consists of four areas of professional development to improve all schools: *Curriculum Alignment *Response To Intervention *Technology Integration *Health The most recent example is attached from Fall, 2013 professional development.</p>	Norris Fall 2013 Pre-Student Days Professional Development overview

Accreditation Report

Norris School District #160

Assurance	Response	Comment	Attachment
The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes, we certify the above assurance.	The district is opening a new Intermediate School in the fall of 2013 due to growth in student population. Our first student day is August 14, 2013. Because the new school is just opening, some of our data in preparation for the accreditation review was based on the previous grade-level configuration of our buildings, which was: Elementary PK-4 / Middle 5-8 / HS 9-12. Our new configuration is Elementary PK-2 / Intermediate 3-5 / Middle 6-8 / HS 9-12. These changes mean that there are some data components that will need to be refreshed for the lineup.	Norris District Statement of Quality Assurance

Norris School District

Overview

Plan Name

Norris School District

Plan Description

School Improvement Plan

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	All students in the Norris School District will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$345000
2	All students in the Norris School District will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students in the Norris School District will become proficient readers.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in reading in English Language Arts by 05/20/2013 as measured by achieving a "meets the standard" or "exceeds the standard" level on the NeSA-R.

Strategy 1:

Accurate Assessments - Administer common curricular aligned formative and summative assessments for instructional purposes.

Research Cited: Standardized achievement, state and common formative/summative assessments have shown to increase student achievement in reading content areas, allowing for systematic interventions within grade-levels across our K-12 system.

Activity - Administering Standardized Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer NWEA - MAP (Measurement of Academic Progress) grades 2-11; Tests administered 2-3 times/year; Administer DIBELS - Grades K - 5; 3 times/year C4L - Formative Assessments for State Testing; Grades 3 - 11 as determined NeSA - State Assessments; Grades 3 - 11 1/year Spring Schools: All Schools	Academic Support Program	12/07/2009	05/20/2013	\$50000	District Funding	All 35 classroom teachers (K-4); 26 Core & Special Education teachers (5-8); 5 Reading Teachers DRC coordinators;

Strategy 2:

Reading Intervention - Provide additional time and focused instruction for students not performing at grade level in identified skills

Research Cited: Additional time beyond regular instruction with research based intervention strategies/materials

Activity - Direct Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Accreditation Report

Norris School District #160

Students identified as performing below grade level on district identified assessments, are scheduled for additional reading/language arts direct instruction beyond their regularly scheduled reading/language arts classes. Schools: All Schools	Direct Instruction	08/13/2009	05/20/2013	\$185000	District Funding, Title I Part A	Elementary (K-4) 1-2 teachers/grade level Middle (5-8) 2 teachers/grade level High (9-12) 2 teachers all grade levels Summer School Teachers - 5 (K-4); 7 (5-8)
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Strategy 3:

Research Based Resources - Implementation of research based classroom and intervention reading instructional materials. Reading Maps from Houghton Mifflin were acquired to compliment the districts K-5 reading series with instruction provided by trained personnel from our ESU reading specialist.

Research Cited: Implementation of research based resources

Activity - Curriculum Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adoption of research based materials determined by systematic and rigorous selection process and PD activities for program implementation reliability Schools: All Schools	Academic Support Program	05/13/2009	05/20/2013	\$100000	District Funding	Building administrators , reading coach, reading teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and align reading curriculum k-12 Schools: All Schools	Academic Support Program	05/13/2009	05/20/2013	\$10000	District Funding	Elementary 35 classroom/SPED teachers; Middle 10 reading/SPED teachers; High 6 reading/SPED teachers Reading Coach

Goal 2: All students in the Norris School District will become proficient in mathematics.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/20/2013 as measured by performance on the NeSA-M (Nebraska State Accountability test for Mathematics).

Strategy 1:

Summer school mathemtics - The summer school mathematics intervention provides additional daily support for a 2-3 week session meeting daily to increase retention of prior learning and overcome achievement gaps.

Research Cited: The students targeted for this intervention show gains based on entrance and exit assessments; they improve from the baseline.

Activity - C4L	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Check for Learning System uses a statewide archive of teacher-developed assessment items that align with the grade-level standards and can be accessed online by students under the direction of their content area teacher. Schools: All Schools	Technology	08/16/2012	05/20/2013	\$0	No Funding Required	Mathematics instructors, monitored by administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Reading Instruction	Students identified as performing below grade level on district identified assessments, are scheduled for additional reading/language arts direct instruction beyond their regularly scheduled reading/language arts classes.	Direct Instruction	08/13/2009	05/20/2013	\$35000	Elementary (K-4) 1-2 teachers/grade level Middle (5-8) 2 teachers/grade level High (9-12) 2 teachers all grade levels Summer School Teachers - 5 (K-4); 7 (5-8)
Total					\$35000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Reading Instruction	Students identified as performing below grade level on district identified assessments, are scheduled for additional reading/language arts direct instruction beyond their regularly scheduled reading/language arts classes.	Direct Instruction	08/13/2009	05/20/2013	\$150000	Elementary (K-4) 1-2 teachers/grade level Middle (5-8) 2 teachers/grade level High (9-12) 2 teachers all grade levels Summer School Teachers - 5 (K-4); 7 (5-8)

Accreditation Report

Norris School District #160

Curriculum Alignment	Develop and align reading curriculum k-12	Academic Support Program	05/13/2009	05/20/2013	\$10000	Elementary 35 classroom/SP ED teachers; Middle 10 reading/SPED teachers; High 6 reading/SPED teachers Reading Coach
Administering Standardized Testing	Administer NWEA - MAP (Measurement of Academic Progress) grades 2-11; Tests administered 2-3 times/year; Administer DIBELS - Grades K - 5; 3 times/year C4L - Formative Assessments for State Testing; Grades 3 - 11 as determined NeSA - State Assessments; Grades 3 - 11 1/year Spring	Academic Support Program	12/07/2009	05/20/2013	\$50000	All 35 classroom teachers (K-4); 26 Core & Special Education teachers (5-8); 5 Reading Teachers DRC coordinators;
Curriculum Adoption	Adoption of research based materials determined by systematic and rigorous selection process and PD activities for program implementation reliability	Academic Support Program	05/13/2009	05/20/2013	\$100000	Building administrators , reading coach, reading teachers
Total					\$310000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
C4L	The Check for Learning System uses a statewide archive of teacher-developed assessment items that align with the grade-level standards and can be accessed online by students under the direction of their content area teacher.	Technology	08/16/2012	05/20/2013	\$0	Mathematics instructors, monitored by administration
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
C4L	The Check for Learning System uses a statewide archive of teacher-developed assessment items that align with the grade-level standards and can be accessed online by students under the direction of their content area teacher.	Technology	08/16/2012	05/20/2013	\$0	Mathematics instructors, monitored by administration
Curriculum Adoption	Adoption of research based materials determined by systematic and rigorous selection process and PD activities for program implementation reliability	Academic Support Program	05/13/2009	05/20/2013	\$100000	Building administrators , reading coach, reading teachers
Direct Reading Instruction	Students identified as performing below grade level on district identified assessments, are scheduled for additional reading/language arts direct instruction beyond their regularly scheduled reading/language arts classes.	Direct Instruction	08/13/2009	05/20/2013	\$185000	Elementary (K-4) 1-2 teachers/grade level Middle (5-8) 2 teachers/grade level High (9-12) 2 teachers all grade levels Summer School Teachers - 5 (K-4); 7 (5-8)
Administering Standardized Testing	Administer NWEA - MAP (Measurement of Academic Progress) grades 2-11; Tests administered 2-3 times/year; Administer DIBELS - Grades K - 5; 3 times/year C4L - Formative Assessments for State Testing; Grades 3 - 11 as determined NeSA - State Assessments; Grades 3 - 11 1/year Spring	Academic Support Program	12/07/2009	05/20/2013	\$50000	All 35 classroom teachers (K-4); 26 Core & Special Education teachers (5-8); 5 Reading Teachers DRC coordinators;

Accreditation Report

Norris School District #160

Curriculum Alignment	Develop and align reading curriculum k-12	Academic Support Program	05/13/2009	05/20/2013	\$10000	Elementary 35 classroom/SP ED teachers; Middle 10 reading/SPED teachers; High 6 reading/SPED teachers Reading Coach
Total					\$345000	