

MSA STANDARD 9: ASSESSMENT AND EVIDENCE OF STUDENT LEARNING

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)

****NOTE:** Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of _____ total surveys distributed to (indicate # of each)

_____ administration _____ faculty
 _____ students _____ board members
 _____ parents
 other (Identify) _____

c.) Other methods used to determine this assessment:

STANDARD 9: ASSESSMENT AND EVIDENCE OF STUDENT LEARNING

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The leadership and staff commit to, participate in, and share in accountability for student learning.
4 3 2 1 na	Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.
4 3 2 1 na	Assessment results are analyzed with appropriate frequency and rigor for: <ul style="list-style-type: none"> a. individual students as they move through the school b. cohorts of students as they move through the school c. comparable (local, state, and national) groups outside of the school
4 3 2 1 na	Assessment results are used to make decisions regarding allocation of resources.
4 3 2 1 na	The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.
4 3 2 1 na	Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.
4 3 2 1 na	Assessments take into account recent, reliable research findings on child development and growth.
4 3 2 1 na	Assessments reflect understanding of the unique needs and backgrounds of each student.
4 3 2 1 na	Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.
4 3 2 1 na	Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of

	possible disabilities and/or health conditions.
4 3 2 1 na	Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.
4 3 2 1 na	Families are viewed as an important source of information and insights about students.
4 3 2 1 na	The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).
4 3 2 1 na	Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.
4 3 2 1 na	Students learn and perform at levels expected, or progress is being made to raise results accordingly.

Indicators for Faith-Based Schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Evaluation of the students' knowledge of the religious beliefs and values of the school is included in the school's assessment program.

Indicator for schools with early age programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.

Indicators for schools that provide distance education:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school implements written policies and procedures to ensure that students fulfill program requirements personally and without inappropriate assistance.
4 3 2 1 na	The school implements written policies and procedures to ensure

	the identity of the students when assessment of learning is conducted electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.
4 3 2 1 na	Members of the staff who evaluate student assignments are qualified in the fields they are evaluating.
4 3 2 1 na	Data on lesson and course completion rates are used to evaluate and revise, as needed, instructional and educational services.

What are the school's strengths in meeting this standard?

What are the school's needs in meeting this standard?

Prioritize any plans for improvement for meeting this standard.