

Appendix A: School Profile

School Profile

Eminence is a small, rural community located in the northwest corner of Morgan county 35 miles to the west of Indianapolis. The quaint community offers a sense of nostalgia only having a small convenience store, branch bank, post office, volunteer fire station, and a smattering of other small, locally owned businesses. While historically a farming community with many community members remaining in agriculture, this number is waning. Interstate 70 traverses the district making it convenient for parents to commute to the factories and businesses in or near Indianapolis. The community has seen recent housing development but continues to view itself as rural. Eminence Jr-Sr High School, which is located in a shared building with the preschool and elementary, serves a total of 365 students grades PK-12. The school began in the late 1880's and has undergone a series of renovations throughout its history including two complete restorations due to fire. The corporation completed its most recent renovation and building program in 2017. Eminence Community Schools is the heart and livelihood of this community and hosts many community events throughout the year.

Vision

Our vision is to provide an environment where students believe in themselves, reach their highest potential, and ready themselves for college and career.

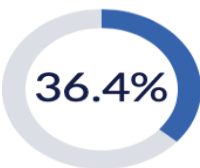
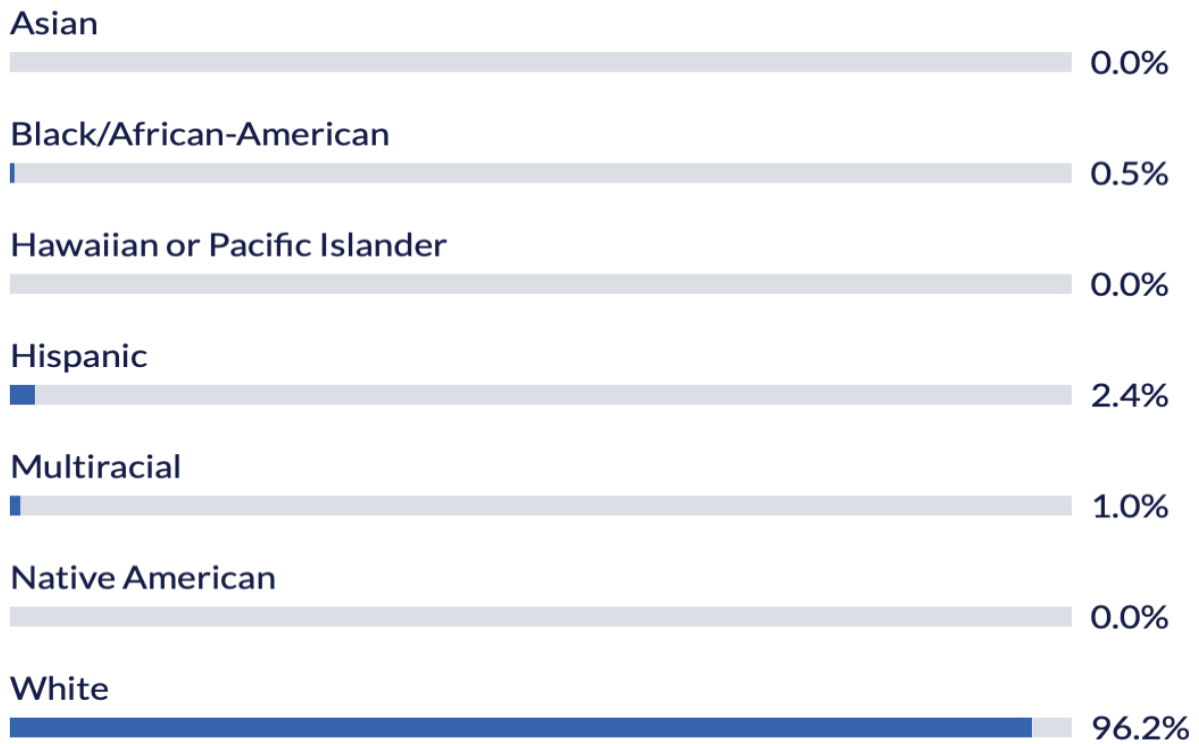
Mission Statement

It is the mission of the Eminence Community Schools' staff to engage students in critical thinking, creativity, collaboration, and communication every day to prepare them for college and a career.

Core Beliefs or Core Values

Eminence Community Schools believes that our school community is a family, and as such, we readily support each other and place relationships at the forefront of all we do. Our goal is to create learning experiences that relate to students' lives and current situations, meet them where they are and provide the guidance and coaching to accelerate learning in order for students to reach their full potential. We approach education holistically, placing emphasis not only on the development of academic knowledge and skills, but also adaptive, social, and emotional capacities that are vital for individuals to thrive in today's society. Students gain necessary skills through hands-on, real life learning experiences that build students' capacities to communicate, collaborate, utilize technology, problem-solve, and innovate.

Student Demographics



Economically
Disadvantaged



Students with
Disabilities

Staff Demographics

The staff at Eminence Jr-Sr High School consists of 24 educators with varying levels of experience.

0-2 Years	3-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years
45.8%	8.3%	12.5%	8.3%	12.5%	12.5%



Student Behavior



School-related arrests

0

[View Details](#)

Referrals to law enforcement

0

[View Details](#)

Safety and disciplinary incidents

15

[View Details](#)

Summary of Current School Improvement Strategies

Over the past school year, Eminence Jr-Sr High School has engaged in a process of curriculum and instruction refinement. With the support of Equitable Education Solutions, the school has developed ELA and math curriculum maps grounded in the knowledge and skills included in the Indiana academic standards. Through this process, we have increased rigor and engagement, vertical alignment, cross-curricular instruction, and our ability to obtain assessment data reflective of student mastery to drive instruction. Furthermore, we have collectively developed an Instructional Priorities Model consisting of high-yield instructional strategies to elevate collective teacher efficacy. By leveraging these strategies, classrooms benefit from the explicit identification and communication of expectations, increased self-agency and efficacy, an improved process for creating and monitoring goals, and more effective differentiation. Lastly, the school has developed a Profile of a Graduate to communicate with all stakeholders the targeted academic and social-emotional competencies and desired outcomes for students who graduate from Eminence Jr-Sr High School. This will bolster tracking of graduation pathway requirements and ensure a concerted effort is made toward the acquisition of college and career readiness skills.

Summary of Core Curricula

Eminence Junior-Senior High School has recently engaged in a process of revising curriculum maps to reflect current Indiana academic standards. This process has included the identification of priority standards, which are spiraled throughout the school year, as well as the development of proficiency scales and tiered assessments. High relevancy units have been created using the priority standards, as well as identified supporting standards, to increase engagement and rigor. Teachers have retained autonomy in the selection and implementation of curricular resources used for courses.

Summary of Formative and Summative Assessments

In addition to the annual state standardized assessment, Eminence High School reviews SAT and ACT data to evaluate the efficacy of current programming. The iReady assessment is administered as an interim assessment to identify students' progression toward the mastery of Indiana academic standards. Furthermore, teachers have created tiered assessments in conjunction with unit development to identify mastery of standards and drive remedial efforts. Additional formative assessment measures including grading rubrics, quizzes, and exit tickets are implemented in order to collect data highlighting student mastery and as a driver of instruction.

Summary of Academic Intervention and Enrichment Programs

Our high ability program provides services for students who have been identified through a multi-faceted assessment process as high ability in the core academic areas of math and language arts. Services are provided through differentiated curriculum, brain compatible practices, and enrichment.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Eminence High School recently implemented STEM units for all students. The teaching methods are inquiry-based, process-focused, and student-centered. The STEM lessons incorporate interest led investigations that provide students with ownership over their learning. Teamwork, collaboration and communication are targeted. Students have the freedom to think critically, creatively, and be innovative.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

There are several supportive measures embedded in new-hire procedures to assist new teachers as they acclimate to the role of full-time educator. A teacher mentor, who has been identified as highly effective, is assigned to all new teachers. Mentoring policy and procedures documents are used for all mentors and mentees outlining the responsibilities of the program. In conjunction with the district, Eminence High School strives to attract and retain highly qualified and effective staff through a variety of ways including the following:

- Teachers have the opportunity to meet at least once weekly to analyze data and discuss strategies to help increase student achievement during 50 minute professional learning meetings every Wednesday following dismissal. Teachers also have the opportunity to participate in professional development throughout the school year and during the summer.
- Eminence Community School Corporation provides a competitive salary and benefit package.

Summary of Teacher and Staff Professional Learning Opportunities

We have focused our professional learning with the help of Equitable Education Solutions. Administrators use their online suite of modules and book studies to guide staff development. Trainers from EES guide our teachers as they develop effective curriculum, increase student engagement, create rigorous assessments, and implement STEM in their lessons. We also spend time collaboratively reflecting on data and learning to use the resources the IDOE has provided on ISTEP+. Every week, all staff attend professional development on Wednesday from 3:10-4:00pm. Training during the 2018-19 school year included inquiry-based learning strategies through commitment to STEM practices and utilizing data from formative assessments (tiered assessments) to develop and implement strategies to improve performance.

Description of Core Element 10: Provision for Secondary Schools (for High Schools only)

Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

We allow students to earn one of 3 types of diplomas

- Core 40 with Academic Honors
- Core 40 with Technical Honors
- Core 40

Students can graduate by passing ISTEP 10+ or by opting into Pathways until the class of 2023. Area 30 provides our students the opportunity to study in one or more of 18 career and technical education fields. There are 37 college courses available to students at Area 30, and they can earn one or more of 20 different certifications.

We are working towards offering classes from Ivy Tech and having a Senior Academy. Many courses, including AP, are available for credit recovery or just additional opportunities through Apex. Moreover, dual credit courses are available through iCap to students willing to pay the course cost.

We offer pathways in the following fields: Agriculture, Architecture and Construction, Arts, AV Technology and Communication, Business and Marketing, Education and Training, Health Science, Hospitality and Human Services, Information and Technology, Manufacturing and Logistics, Public Safety, STEM, and Transportation and Logistics.

Gap Analysis: Provisions for Secondary Supports

How will the school's post-secondary supports also help the school address its focus areas?	In what ways does the school's post-secondary supports <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Proficiency Ample opportunities for students to earn their diploma and pursue post-secondary goals are provided.</p>	<p>For Focus Area 1: Proficiency Students should be registered for 21st Century Scholars if eligible.</p>
<p>For Focus Area 2: Growth Increased relevance based on student interest has improved academic outcomes.</p>	<p>For Focus Area 1: Growth The identification of projected coursework and connections to post-secondary goals are not currently provided.</p>
<p>For Focus Area 3: SEL The Pedagogy Playbook offers the explicit identification of SEL competencies and employability skills students should possess upon graduation.</p>	<p>For Focus Area 3: SEL Additional efforts in tracking students' progress towards mastering SEL and employability skills will ensure students attain the necessary competencies for post-secondary success.</p>

Appendix E

As part of the CNA process an injury form focusing on the core elements was given to the instructional staff. It is noted that the same questions utilized on the inquiry form are those listed on the IDOE CNA/SIP template. However, the school chose to utilize a six-point Likert scale rather than a Yes/No response. The resulting data is listed below and reflects the responses of 17 staff members.

Core Element 1: Curriculum

Core Element 1: Curriculum						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	0%	0%	20%	47%	33%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	7%	0%	20%	53%	20%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	13%	20%	33%	13%	20%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	7%	7%	7%	40%	33%	7%

Core Element 2: Instructional Program

Core Element 2: Instructional Program						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	0%	7%	0%	27%	53%	13%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	7%	7%	20%	13%	33%	20%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	0%	7%	7%	13%	53%	20%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	7%	7%	13%	47%	27%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	7%	0%	7%	13%	47%	27%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	7%	0%	27%	40%	27%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	7%	7%	33%	27%	27%
Instructional strategies foster active participation by students during the instructional process.	7%	0%	0%	20%	40%	33%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	7%	0%	40%	33%	20%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	7%	13%	20%	40%	20%
Instructional strategies assist with bridging the cultural differences in the learning environment.	7%	7%	0%	40%	27%	20%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	7%	0%	7%	40%	20%	27%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	7%	7%	20%	27%	20%	20%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	7%	13%	13%	47%	20%

Core Element 3: Assessment

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	7%	0%	7%	33%	27%	27%
The school uses assessment data to identify students for Tier II and Tier III instruction.	7%	0%	20%	20%	27%	27%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	7%	7%	7%	27%	40%	13%

Core Element 4: Coordination of Technology Initiatives

Core Element 4: Coordination of Technolog Initiatives						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	0%	0%	0%	27%	33%	40%
A plan is in place to provide in-service training in the use of technology.	0%	0%	13%	7%	47%	33%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	7%	27%	20%	33%	13%
There are established procedures for maintaining technology equipment.	0%	7%	13%	27%	33%	20%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	7%	0%	7%	20%	47%	20%

Core Element 6: Safe and Disciplined Environment

Core Element 6: Safe and Disciplined Environment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	7%	0%	0%	13%	40%	40%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	7%	0%	0%	20%	47%	27%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	0%	0%	7%	20%	33%	40%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	0%	0%	7%	27%	47%	20%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	0%	13%	0%	20%	47%	20%
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	0%	13%	7%	20%	27%	33%
All staff express belief that all children can learn and consistently encourage students to succeed.	7%	0%	0%	20%	33%	40%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	0%	13%	0%	20%	47%	20%

Core Element 8: Review Attendance

Core Element 8: Review Attendance						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	7%	13%	20%	20%	27%	13%
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	7%	13%	13%	33%	13%	20%

Key Factors from the Teacher Inquiry Form	
Strengths	Areas for Improvement
<ul style="list-style-type: none"> 80% of respondents indicated the school uses a district-established curriculum that is aligned to Indiana Academic Standards. 80% of respondents identified there is a plan in place to provide in-service training in the use of technology. 74% of respondents reported that teachers use strategies that monitor and adjust instruction during lessons. 74% of respondents identified teachers ensure students are engaged in cognitively complex tasks. 74% of respondents indicate a multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and intervention. 	<ul style="list-style-type: none"> 33% of respondents reported teachers are involved in cross grade-level articulation of standards. 33% of respondents indicated a multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students. 40% of respondents identified the school has and follows a chronic absence reduction plan. 40% of respondents reported teachers work collaboratively to support and refine instructional effectiveness. 40% of respondents indicated the school uses a culturally responsive curriculum to ensure all students' cultural differences are recognized and appreciated.

Curriculum Audit

1

Identify the overall measures for key curriculum components

2

Rate the current levels of process, implementation, and refinement

3

Provide specific feedback for each key component

4

Determine next steps based on evidence and data analysis



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
The prioritization of standards that are the most critical per grade level are evident.	4	3	3	10
Objectives and activities align to the rigor of priority standards.	4	2	3	9
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	1	1	1	3
It is clear how priority standards are consistently cycled back throughout the course of a school year.	4	2	3	9
MEASURES OF APPLICATION TOTALS	13	8	10	31/48



PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment for School Improvement Planning



Eminence Jr-Sr High School

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK: ELA and math curriculum maps that had recently been adopted and personalized were reviewed. The curriculum maps identify priority and supporting Indiana academic standards with the objectives and activities reflective of the level of rigor necessary in order for students to attain mastery. Furthermore, a clear cycling of standards is present in the ELA curriculum maps with many critical concepts revisited throughout the math curriculum maps. While enrichment activities are provided through the high ability programming, an identification of time for remediation and enrichment is lacking from the current schedule.

Key Component	STRENGTHS	OFI'S
The prioritization of standards that are the most critical per grade level are evident.	The current maps possess a clear identification of priority standards reflective of concepts most critical per grade level.	Ongoing formative feedback and coaching regarding the implementation of newly adopted curriculum maps would ensure fidelity in the delivery of curriculum.
Objectives and activities align to the rigor of priority standards.	Objectives and activities are aligned with IAS and reflective of the level of rigor required for students to demonstrate mastery.	Content areas outside of ELA and math continue to develop curriculum maps including objectives and activities aligned with priority standards.
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	While the current schedule does not allot for a time for remediation or enrichment, school initiatives support teachers' ability to identify the need for and provide remediation and enrichment.	The school would benefit from an allotment of time built into the daily schedule devoted to enrichment and remediation.
It is clear how priority standards are consistently cycled back throughout the course of a school year.	ELA curriculum maps have a clear cycling of standards over the course of the academic year while math curriculum maps revisit critical concepts routinely.	Continued refinement of the cycling of standards based on student assessment data would further leverage the cycling process.



STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Clearly defined learning progressions for each priority standard are demonstrated.	4	3	3	10
Tiered assessments are established for each priority standard.	4	3	3	10
Students are provided choices for how they learn and show mastery of priority standards.	3	3	3	9
MEASURES OF APPLICATION TOTALS	11	9	9	29/36



STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK: Curriculum maps demonstrate an explicit learning progression supporting learners as they gain knowledge and skills included in the prioritized standards. Moreover, tiered assessments have been developed in conjunction with proficiency scales to clearly identify specific skills reflective of various levels of ability from pre-foundational to mastery. While maps do not currently identify how students are provided choice in how they demonstrate mastery, teachers are continuing to refine and personalize maps utilizing available curricular resources.

Key Component	STRENGTHS	OFI'S
Clearly defined learning progressions for each priority standard are demonstrated.	The development of proficiency scales and tiered assessments will identify where students are in the acquisition of necessary knowledge and skills required to demonstrate mastery and expose any gaps in understanding to effectively inform instruction.	The continued development of proficiency scales for additional content area courses is recommended.
Tiered assessments are established for each priority standard.		An allotment of time during which teachers collaboratively review assessment data obtained through the administration of tiered assessments would bolster remediation and enrichment efforts.
Students are provided choices for how they learn and show mastery of priority standards.	The school has an abundance of curricular resources available to support student choice when demonstrating mastery.	The maps do not include an area for the teacher to identify how students are provided choice in how they learn and demonstrate mastery priority standards.

Eminence Jr-Sr
High School



CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Enduring understandings that provide an overarching purpose for units of study are identified.	4	2	2	8
Essential questions that promote inquiry within each unit of study are present.	4	2	2	8
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	4	2	2	8
There is a cross-curricular alignment to literacy or other content standards.	4	2	2	8
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.	4	2	2	8
There is a system for teachers to reflect and provide feedback to the units of study.	2	2	2	6
MEASURES OF APPLICATION TOTALS	22	12	12	46/72



CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment for School Improvement Planning



Eminence Jr-Sr High School

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK: Curriculum maps inclusive of the core curricular elements have been adopted with the school engaging in a process of personalizing maps to incorporate available curricular resources.

Key Component	STRENGTHS	OFI'S
Enduring understandings that provide an overarching purpose for units of study are identified.	Enduring understandings that connect current content to long-term outcomes have been developed for each unit of study.	Continued refinement of delivery to ensure teachers are leveraging enduring understandings to establish relevance and engage students would increase efficacy.
Essential questions that promote inquiry within each unit of study are present.	Essential questions that invoke inquiry and critical thinking have been included in the units of study.	Continuity between the question types used for essential questions and assessment items would increase rigor and cognitive complexity of tasks leading to greater transparency of student understanding.
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	Vocabulary lists including related content terms and assessment verbs are incorporated into units.	A cross-curricular approach to vocabulary development would bolster efforts to build students' understanding of terms.
There is a cross-curricular alignment to literacy or other content standards.		
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.	Employability skills standards are embedded in the units of study ensuring opportunities exist for skill development.	While employability skill standards are embedded in the units ensuring direct instruction of competencies, the ongoing incorporation of vernacular reflective of those competencies in instruction would support cultural shifts resulting in greater internalization of skills.
There is a system for teachers to reflect and provide feedback to the units of study.	A section for reflection and refinement has been incorporated into each unit of study.	A consistent time for teachers to collaboratively reflect and refine units of study would be beneficial.



OVERALL REPORT

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr High School

KEY COMPONENT TOTALS

Key Component	Totals
Prioritization of Standards	31/48
Student Learning Indicators	29/36
Core Curricular Elements	46/72
CURRICULUM AUDIT SCORE	106/156

APPLICATION TOTALS

Key Component	Totals
Process	46/52
Implementation	29/52
Refinement	31/52

ANALYSIS & RECOMMENDATIONS Eminence Jr-Sr High School has engaged in a process of developing a guaranteed and viable curriculum that possesses the cognitive complexity necessary to ensure student acquisition of mastery of the Indiana academic standards. Ongoing reflection and refinement of curriculum maps is recommended to identify and effectively incorporate all available curricular resources to best support student learning. Continued formative feedback to ensure maps are being implemented with fidelity is also recommended, as well as continued refinement of the use of assessment data as a driver of instruction and intervention.



Comprehensive Needs Assessment for School Improvement Planning

Assessment Audit



01

02

03

04

05

Analysis from inquiry forms

Assessment length and skills addressed

Item type analysis

Webb's Depth of Knowledge

Metacognition



School Eminence Jr/Sr High School

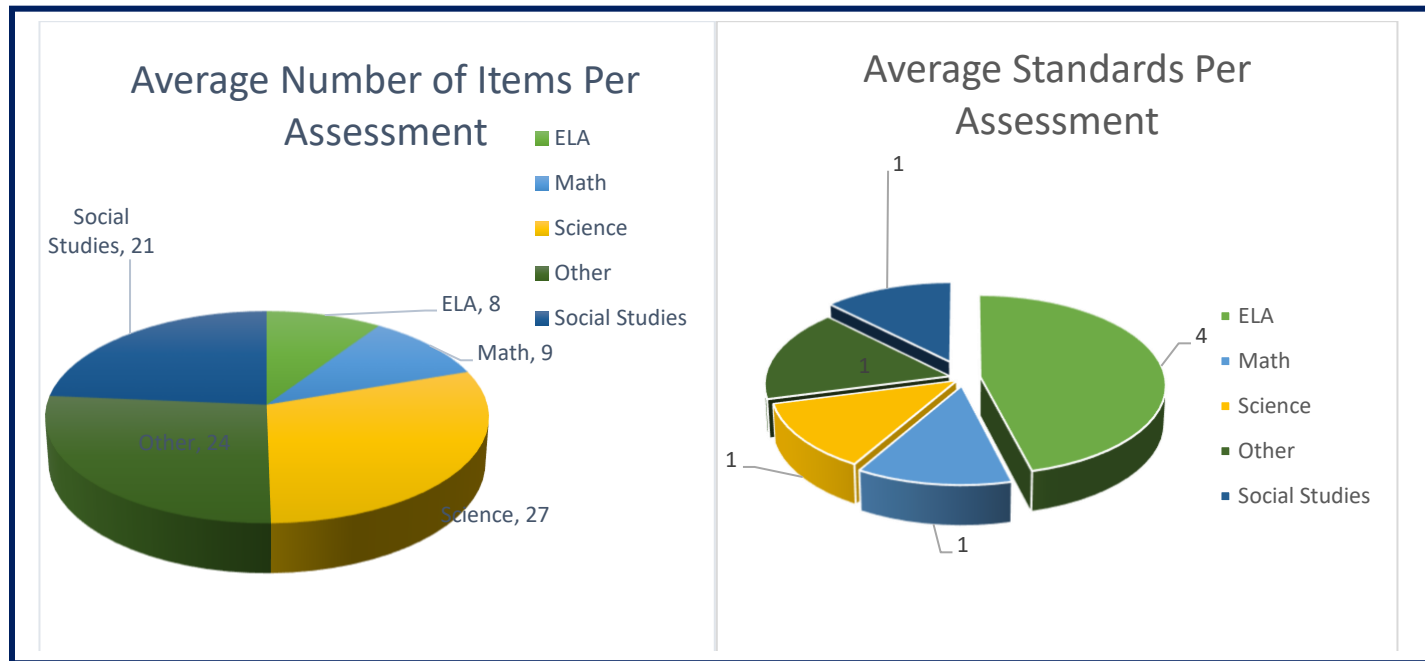
Number of Assessments Analyzed 30

Types of Assessments Analyzed A variety of assessment types, including unit quizzes, exit tickets, bell ringers, and unit assessments, from grades 6-12 were submitted for review. The assessments represent various content areas including ELA, Math, Science, Social Studies, and Vocational Studies.

The assessment audit focuses on the following components:

- Assessment Length and Number of Skills Addressed
- Item Type Analysis
- Webb’s Depth of Knowledge
- Metacognition in Assessment

Process for Writing Assessments	
<p>Summary Of the 30 assessments evaluated, 12 demonstrated a teacher created assessment with 18 demonstrating an assessment from an outside source. Assessments represent various evaluation tools from grades six through 12 with 14 ELA assessments, 8 Math assessments, three Science, two Social Studies, and three Vocational Training assessments presented for review.</p>	
Strength	Opportunity for Improvement
<p>The number of teacher created assessments indicate teachers are aligning assessments with student learning objectives. In addition, several assessments demonstrated a variety of questions types indicating the desire to increase understanding of student learning.</p>	<p>In order to support high-quality instruction, assessments can be further developed to encourage higher-order thinking and a strategic assessment design. Furthermore, a clear alignment between assessment items and standards was not evidenced identifying the need for further focus on criterion-based assessment. Though question types were varied, there is an opportunity to increase the rigor and Depth of Knowledge of items on assessments. Additionally, the submitted assessments lack metacognitive tasks and the opportunity for students to extend and explain their thinking.</p>



Assessment Length and Skills Addressed

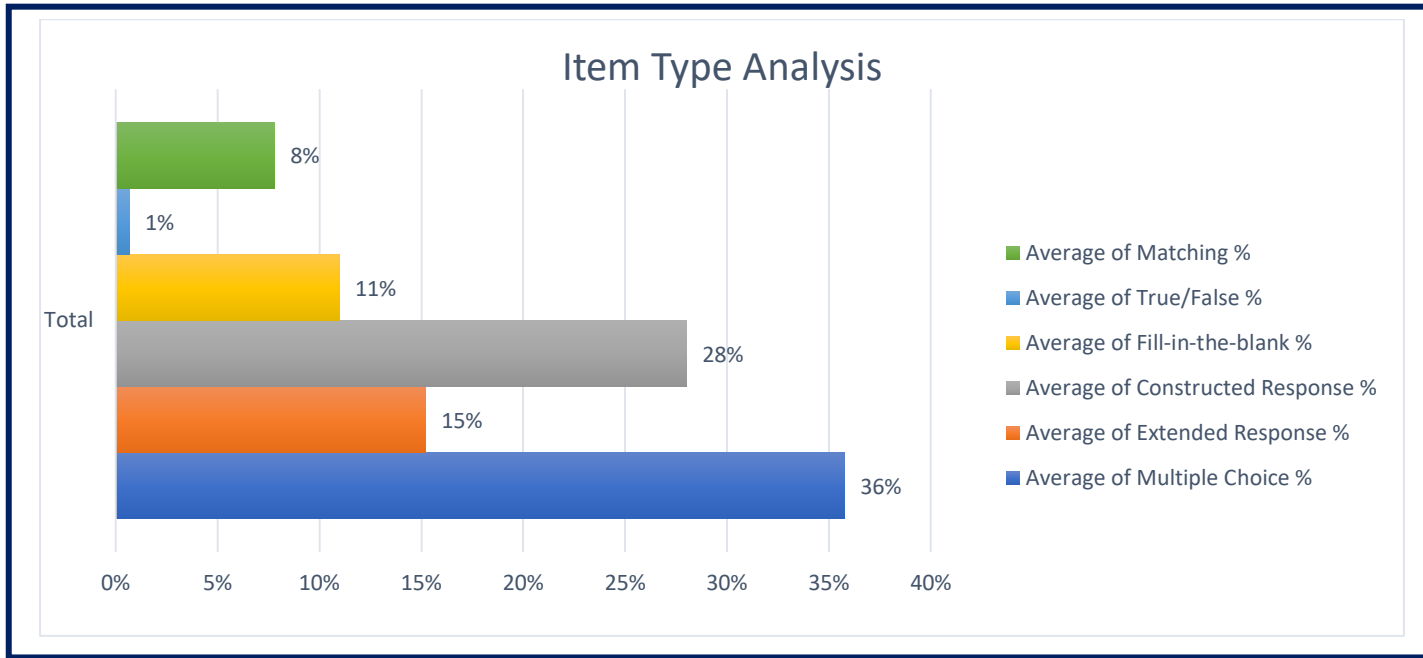
Of the 30 assessments submitted from Eminence Jr/Sr High School, the average number of items on assessments overall was 18. When analyzing the assessments, the average number of items per assessment ranges from a high of 27 items on Science assessments to a low of 8 items on ELA assessments. Math presents with an average of 9 assessment items, while Science presents with an average of 27. Vocational Training assessments were submitted for review with an average of 24 assessment items. Math Science, Social Studies, and Vocational Training assessments assessed an average of one standard per assessment, while ELA assessments evaluated content retention over an average of four standards.

Strength

ELA and Math assessments presented with fewer assessment items representing the desire to increase the depth of student assessment versus breadth. Furthermore, Math, Science, Social Studies, and Vocational Training assessments evaluated student performance related to a single standard which is in alignment with current evidence-based practice.

Opportunity for Improvement

Continued refinement of assessments to increase academic rigor would provide a more in-depth understanding of student learning. In addition, the alignment of priority standards with assessment items would assure standard mastery and be a valuable tool in driving instruction.



Item Type Analysis

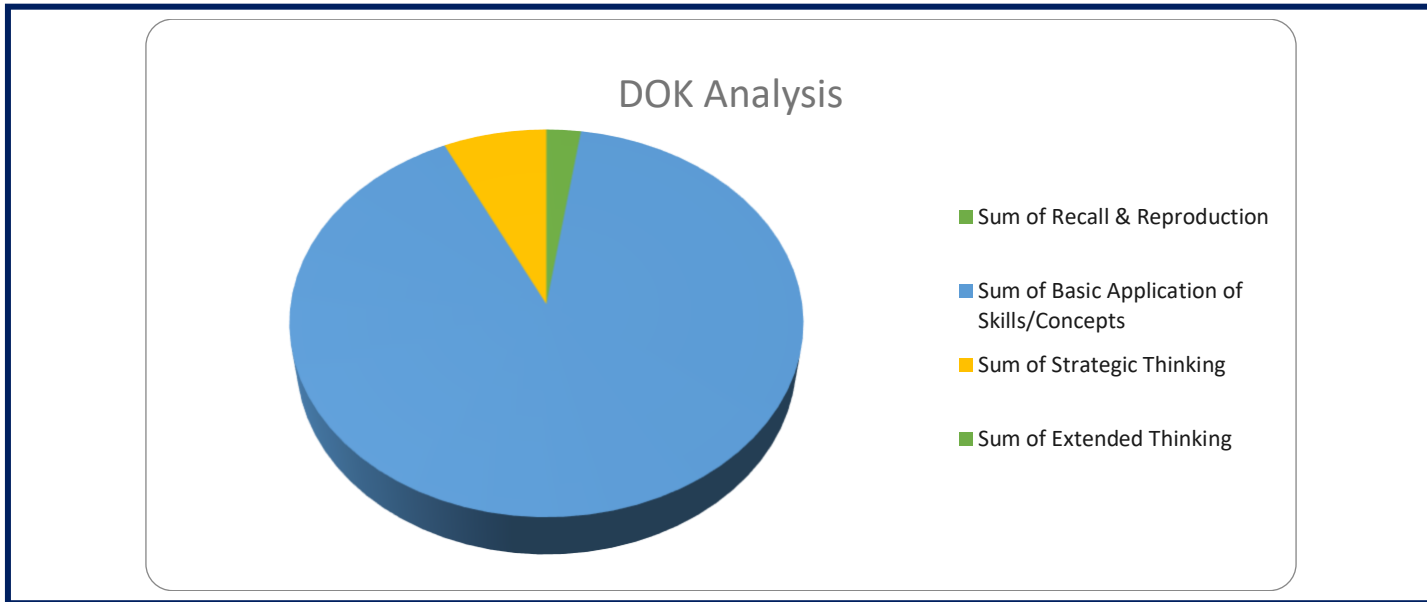
A total of 354 items were presented in the 30 assessments evaluated. Of those 354 items, 36% presented a multiple-choice format to assess student learning, while 28% were of a constructed response format. The remainder of the items included 15% extended response, 11% fill-in-the-blank, 8% matching, and 1% true/false.

Strength

Students were presented with a variety of item types to demonstrate mastery of a single standard.

Opportunity for Improvement

While several assessments presented with constructed and extended response item types, 36% of assessment items were multiple-choice. Reducing the number of multiple-choice items and instead evaluating student knowledge with items such as constructed response, extended response, or essay would require students to grapple with their answers in a way that demonstrates what they know and do not know about the standards assessed. Varying with more rigorous item types also elevates literacy across content areas.



Webb's Depth of Knowledge

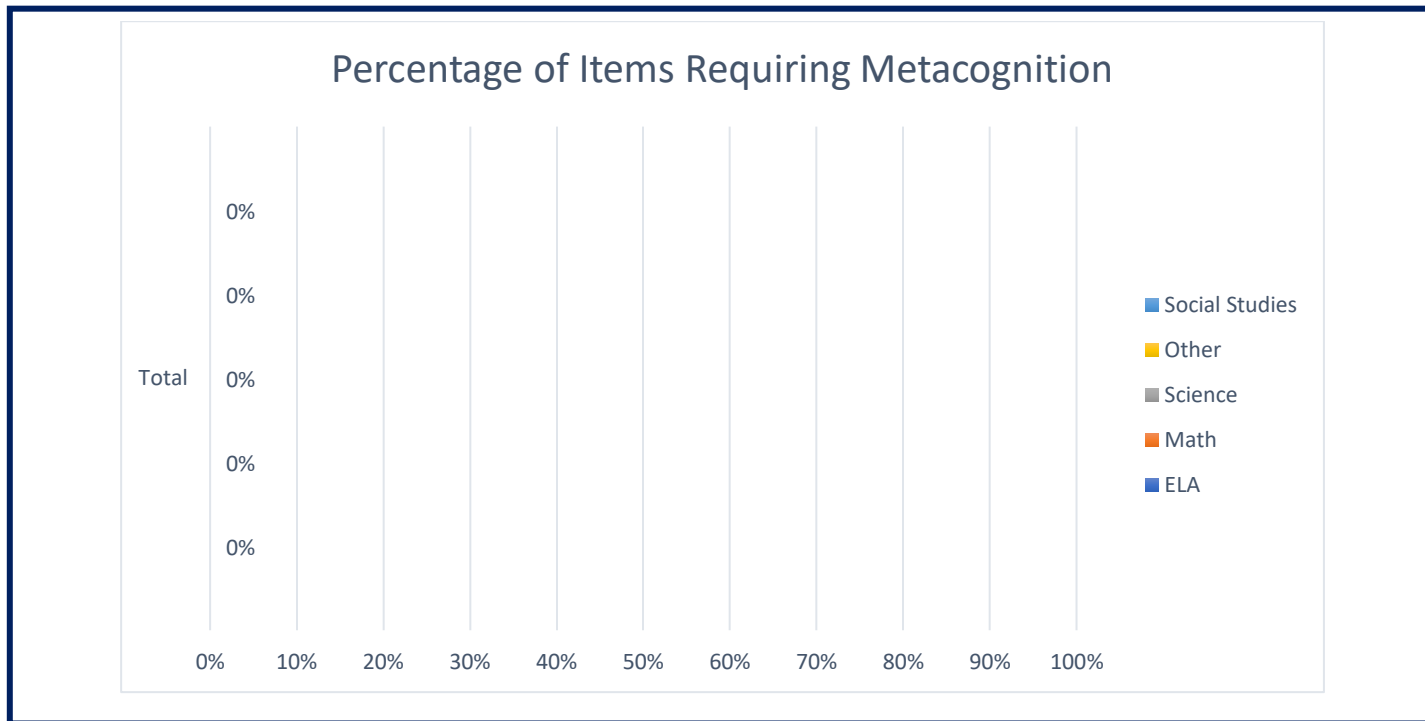
The submitted assessments from Eminence Jr/Sr High School include 354 assessment questions with a variety of item types; however, when diving into Depth of Knowledge 77% of assessment questions require students to recall and reproduce content knowledge. Further, 22% of assessment questions require basic application of skills and concepts with 1% of assessment questions requiring strategic thinking. Assessment requiring extended thinking was not observed to be included in any of the assessments submitted. Therefore, although a varied item type does exist, the Depth of Knowledge level students are presented to demonstrate their mastery of a standard maintains at a lower level.

Strength

Depth of Knowledge analysis through the assessment audit demonstrates that of the higher-level questions presented, most were in Math and ELA assessments. This demonstrates an opportunity of learning that elevates critical thinking in both core content areas.

Opportunity for Improvement

52% of questions reviewed require students to demonstrate mastery at a lower Depth of Knowledge level with many Science and Social Studies questions consisting of items requiring only recall. While 44% of the items were identified as application items, the majority of those were Math computation items. While fact computation is an important foundational skill, it can be embedded into questions with higher Depth of Knowledge to expose students to rigorous problem types that require strategic thinking.



Metacognition in Assessment

Providing an opportunity for metacognition throughout assessment allows educators an inside track into student thinking, thus giving the educator a true sense of where students reside in the mastery of the standards assessed. Of the submitted assessment questions, the practice of eliciting metacognition to evaluate student learning was not demonstrated.

Strength

Teachers are currently accustomed to creating assessments aligned with learning objectives; therefore, the foundation of the practice to elicit a more meaningful representation of student learning is currently being utilized.

Opportunity for Improvement

Teachers need to become knowledgeable of the use of metacognition as an assessment strategy. Incorporating the practice of responses requiring metacognition will build teachers' capacity to not only assess rigorously, but also analyze student-level data to guide instructional decision making.

Evidence-Based Recommendations

Though a persistent challenge is aligning assessment practices to the daily rigor levels of standards-based instruction, based on evidence, there are few strategic solutions that can be provided to sum up the assessment audit findings for Eminence Jr/Sr High School. We believe that taking these steps will progressively shift teacher practice, while increasing student achievement.

1

Webb's Depth of Knowledge & Bloom's Taxonomy. Empirical evidence from the audit suggests that teachers may be familiar with Webb's DOK, however, application with designing assessments is a priority area for consideration. In order to develop effective assessments, teachers must be trained on Webb's DOK and Bloom's Taxonomy practices.

2

Rigorous instructional practices. Appropriate selection of texts and tasks aligned to curriculum maps and corresponding, ongoing assessments are critical to growth of student performance at your school. Mastery models and how they should be utilized in daily delivery of instruction as well as application to assessment are essential to student growth.

3

Metacognition practices. Focus on *how* students are thinking is equally as important as *what* they are learning. In order for your team to advance student achievement, there must be an effort to increase the amount of metacognition that is happening through daily instruction efforts, as well as embedded in assessments.

The process of adopting *and* sustaining a new approach to assessment requires support. Most schools require support in order to collect and analyze current practices, determine needs, identify priorities and create an implementation plan with core team members to lead assessment practices.

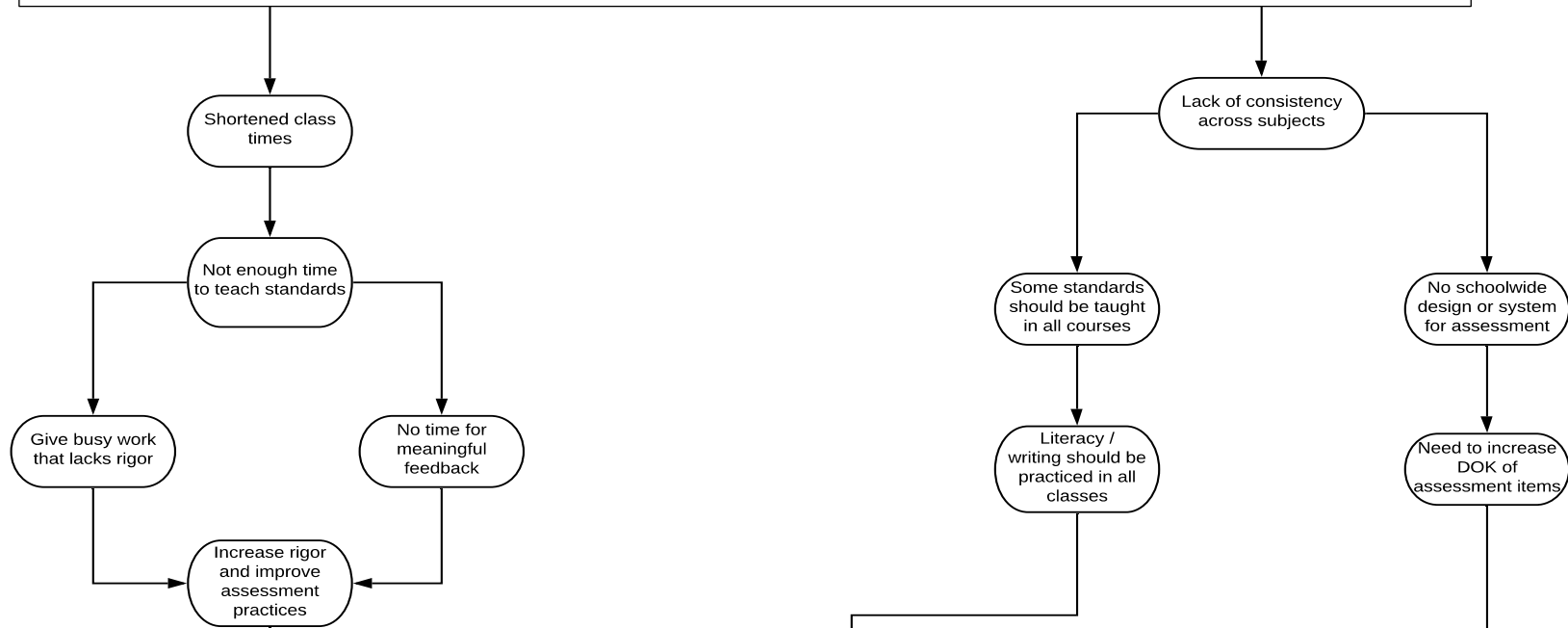
Additionally, capacity-building of team members can be challenging. A school environment must be conducive to failure. This begins with purposeful engagement with all stakeholders and developing buy-in.

Root Cause Analysis

Focus Area 1	Focus Area 2	Focus Area 3	Student Group Focus Area
<p>Proficiency: Due to receiving ELA and math proficiency rates of 42.7% and 17.2%, respectively, on the state assessment, Eminence Jr-Sr High School will continue refining adopted curriculum maps and tiered assessments and move toward implementing maps and assessment pieces with fidelity to offer a guaranteed and viable curriculum.</p>	<p>Growth: Due to disproportionate rates of students demonstrating low growth, 53.8% in ELA and 58.6% in math, Eminence Jr-Sr High School will increase efficacy of the high-yield instructional strategies comprising the Instructional Priorities Model through ongoing formative feedback and coaching.</p>	<p>SEL: In order to attain an 80% model attendee rate, Eminence Jr-Sr High School will create a comprehensive framework to drive SEL efforts to integrate behavioral practices and SEL, foster students' acquisition of social-emotional competencies, and effectively support students in need of individualized intervention to create an equitable learning environment.</p>	<p>Free & Reduced Lunch/Economically Disadvantaged: Due to disproportionate rates of students in the subgroup of FRL failing to demonstrate proficiency and adequate rates of growth, Eminence Jr-Sr High School will increase cultural competency to provide a safe, supportive learning environment where instruction and supports are responsive to student level data.</p>

Focus Area 1

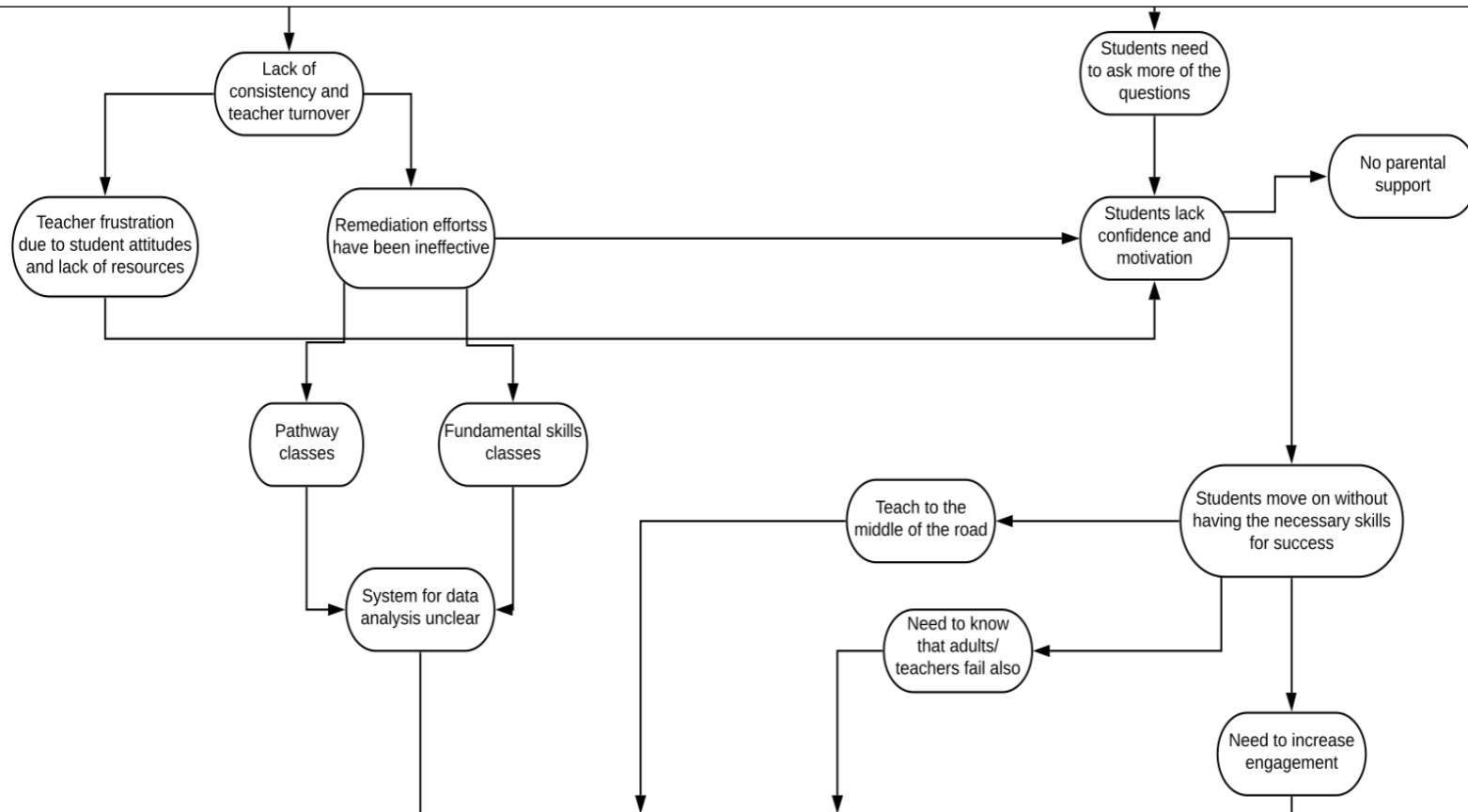
Due to receiving ELA and math proficiency rates of 42.7% and 17.2%, respectively, Eminence Jr-Sr High School will continue refining adopted curriculum maps and tiered assessments and move toward implementing maps and assessment pieces with fidelity to offer a guaranteed and viable curriculum.



Due to increased rates of students failing to demonstrate mastery on ISTEP+, Eminence Jr-Sr High School will continue working towards the provision of a guaranteed and viable curriculum, as well as an assessment system to evaluate student progress towards the mastery of Indiana academic standards, to increase proficiency rates in ELA and math.

Focus Area 2

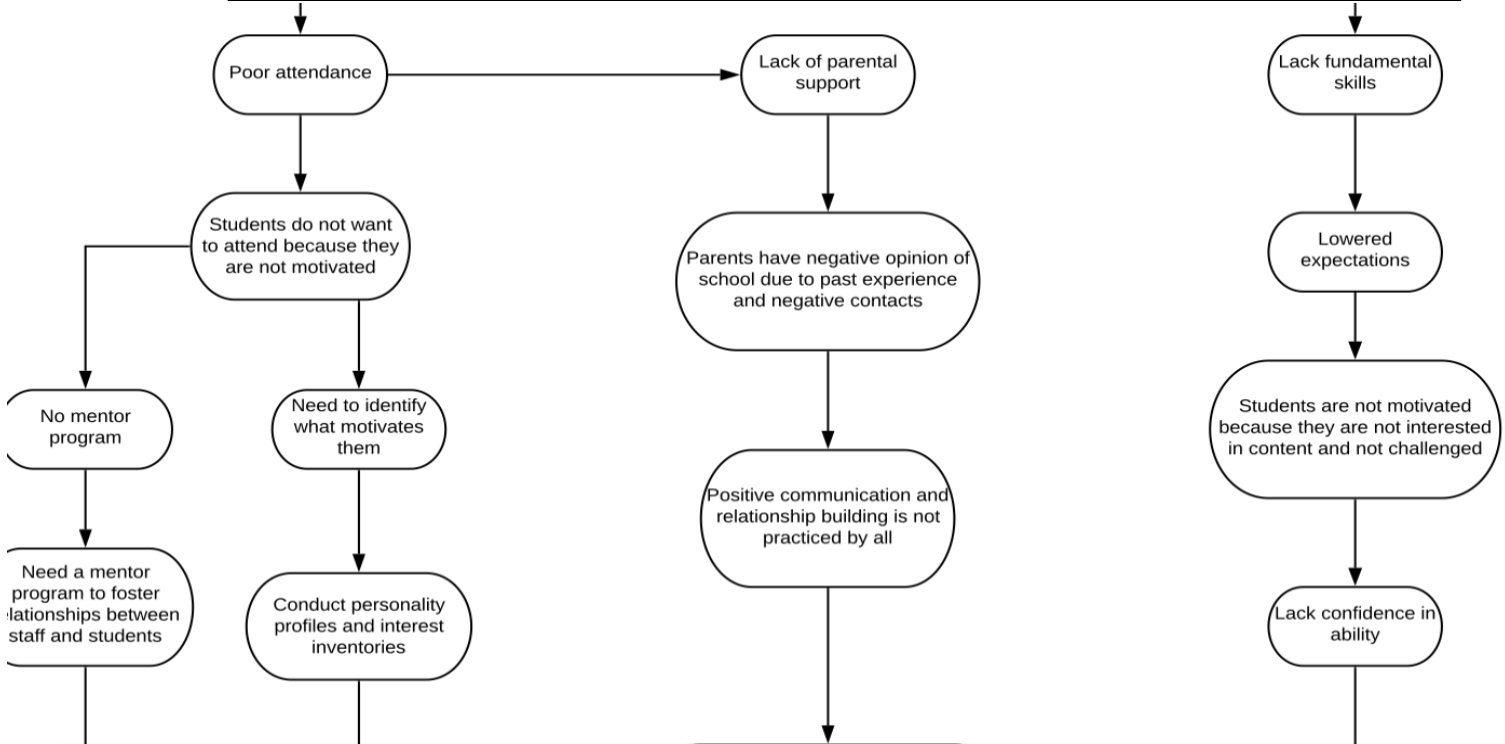
Due to disproportionate rates of students demonstrating low growth, 53.8% in ELA and 58.6% in math, Eminence Jr-Sr High School will increase efficacy of the high-yield instructional strategies comprising the Instructional Priorities Model.



Students have continued to exhibit increased rates of low growth and decreased rates of high growth on ISTEP+ indicating a need for the effective implementation, supported through ongoing formative feedback and coaching, of high-yield instructional strategies as identified by a collectively developed Instructional Priorities Model to increase student growth.

Focus Area 3

The presence of chronic stress and trauma related to ongoing economic hardship and the subsequent student behavior impedes students' academic progress. Moreover, attendance data revealed a model attendee rate of 65.3%, which is below the ESSA identified goal rate of 80%.



In order to attain an 80% model attendee rate, Eminence Jr-Sr High School will create a comprehensive framework to drive SEL efforts to integrate behavioral practices and SEL, foster students' acquisition of social-emotional competencies, and effectively support students in need of individualized intervention to create an equitable learning environment.

Student Group Focus Area

