

Report of the  
Quality Assurance Review Team  
for  
Pierce Jr/Sr High School

Mark R. Brahmer, Principal

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Review Dates: 04/16/2009 - 04/17/2009



*North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.*

# Quality Assurance Review Report

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## About AdvancED and NCA CASI/SACS CASI

**Background.** Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

**The Accreditation Process.** To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

- 1) Meet the AdvancED Standards for Quality Schools.** Schools demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and recommendations to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's recommendations. The school acts on the team's recommendations and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

# Introduction to the Quality Assurance Review

**Purpose.** The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and recommendations to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

**School Preparation.** To prepare for the Quality Assurance Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

**Summary of Team Activities.** The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

**The Quality Assurance Review Team Report.** Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and recommendations for improvement.

**Using the Report - Acting on the Recommendations.** The school uses the report to guide its improvement efforts. The school is held accountable for addressing the recommendations identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the recommendations. Following the Quality Assurance Review Team visit, the school must submit a progress report detailing the actions and progress the school has made on the team's recommendations. The report is reviewed at the state and national level to ensure the school is addressing the recommendations.

**Accreditation Recommendation.** The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

## Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Pierce Jr/Sr High School in Pierce, Nebraska on 04/16/2009 - 04/17/2009.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 4 members of the administrative team, 38 students, 12 parents, and 21 teachers. In addition, classified staff and board of education members were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

### Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The school and community have a strong commitment to student learning.**

There are regular, systematic opportunities for communication and collaboration of all stakeholders. Student learning and character development provides the focus for school improvement.

Soliciting the knowledge and skills of all stakeholders enhances the work of the school.

### Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Formalize a continuous school improvement process that involves all staff.**

This process includes the analysis of data and utilizes results to generate a goal and action plan that reflect student needs. The action plan should incorporate instructional strategies and professional development to further student achievement.

The results should be evaluated for effectiveness on a systematic basis.

**Review of AdvancED Standards for Quality Schools:** The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

## Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

## Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at [www.advanc-ed.org/resourcenetwork](http://www.advanc-ed.org/resourcenetwork), provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

## Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers

accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at [www.advanced.org/communicationskit](http://www.advanced.org/communicationskit) for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

### **Summary**

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

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## Standards for Accreditation

The primary requirement for accreditation is that the Pierce Jr/Sr High School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

### Standard 1. Vision and Purpose

**Standard:** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

There is strong community pride and support for Pierce Public Schools. The school has developed a mission statement with two corresponding school improvement goals. Some of the stakeholders are able to articulate the mission and goals of the building. Within the building, the school mission and the school theme statements are visible in classrooms and common areas. In addition, the annual report is available in both paper and electronic forms. Demographic and profile data is collected and available at the school and through the Nebraska Department of Education website.

Student, teacher, parent, and community groups actively participate in the life of the school. Interviews with members of these groups revealed a high level of commitment to improvement as well as confidence in the quality of the education being provided. These groups are key elements to the flow of information between and among different stakeholder groups. Establishing and communication a vision will further stakeholder support.

**Strengths - The team noted the following successful practices deserving of recognition:**

- Students were able to articulate the emphasis on development of character and school skills.
- Students stated they had input in the development of "PRIDE," the school theme.
- Teachers and students use a variety of technologies to meet their mission.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Revisit the mission and involve stakeholders in the development of a long-term vision.
- Communicate the school's improvement goals to all stakeholders.
- Ensure that the school's mission and vision guide the teaching and learning process.
- Specify the link between staff development and the goals, mission, and vision.

**Finding:** Pierce Jr/Sr High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Standard 2. Governance and Leadership

**Standard:** The school provides governance and leadership that promote student performance and school effectiveness.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

The Pierce Public School system has leaders that advocate for the district's improvement efforts. The leaders maintain a relentless focus on growing leadership for learning. The leaders of the school district have created a positive partnership with the board of education and the community as a whole. The allocation of resources to implement and sustain programs of best practice is evident. Collaboration and shared responsibility in supporting the overall goals of the district are encouraged among all stakeholders. Formalizing the school improvement process across the district will provide even greater results.

Effective policy is the backbone to good practice in schools. Policies and procedures at Pierce Public Schools are clear and concise. This is evident in their handbooks, board policies, and parent letters. All of the handbooks and board policies are on the district's website for students, parents, and patrons to access.

Certified and non-certified staff evaluations are performed by the administration. These evaluations are done on a regular basis, both announced and unannounced. Professional goals are created by staff members to monitor growth.

A changing educational climate has created the need for districts to enhance the safety of all children and the professionals who serve them. The leaders at Pierce Public Schools maintain a safe, secure, and peaceful environment in which learning can occur. This is achieved within the procedures outlined in the district's safety plan.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The school has established multiple stakeholder advisory groups.
- Handbooks and board policies are shared through print and electronic access.
- Frequent administrative communications are disseminated.
- Pierce creates staff goals to monitor professional growth.
- Board of education retreats are conducted twice a year.
- The school included all staff members in compiling the Standards Assessment Report (SAR) for the district.
- All staff participated in data retreats.
- The school allocates resources for best practice programs.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Develop a systematic approach to school improvement that involves all members of the school building. This participation in the process will create ownership among the staff stakeholders.
- Establish meaningful roles for stakeholders to promote a culture of participation.

**Finding:** Pierce Jr/Sr High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Standard 3. Teaching and Learning

**Standard:** The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

The curriculum, content, and assessments are aligned to rigorous, locally developed high achievement outcomes. A student-centered culture is evident throughout the school. This is visible through the varied and multiple offerings that help ensure student success. The school promotes active involvement of students in the learning process. Instructional activities involving students include the All School Reading program, Technology Academy of Northeast Nebraska (TANN), dual credit classes, Corrective Reading, the Encore program (for students needing additional after-school support), and summer school. The team found that teachers have been trained in research-based instructional practices including APL (Accreditation of Prior Learning -- Classroom Management Strategies) and Step Up to Writing. APL is included in the teacher evaluation process. Teachers stated that there is no consistent requirement for using research-based reading strategies across curriculum as aligned to the reading goal. This school places importance on the development of the whole child by including character education in their expectations for student success.

Although this school possesses an abundant amount of student data, frequent analysis and instructional decision making based on the data are limited. The culture reflects the shared ideas, teacher and student pride, values, and beliefs that give the school its identity and standard for expected behavior. PRIDE plaques and the mission statement are visible. Students encountered throughout this visit were orderly, courteous, and respectful. Classrooms are inviting; teachers are readily available to students and are actively engaged. The facilities are clean and well maintained providing further evidence that the environment is conducive to learning.

**Strengths - The team noted the following successful practices deserving of recognition:**

- Teachers are trained in APL research-based instruction and classroom management strategies.
- A rigorous and comprehensive curriculum is in place.
- A determined focus on reading success for struggling students is evident.
- Commitment to equipping students with 21st Century skills is strong.
- The school climate is conducive to developing the whole student, academic abilities, and character.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Develop and implement a process to analyze student data to guide and focus instruction.
- Identify and implement follow-up training for veteran staff and provide training for new hires.
- Involve teachers in professional development of reading strategies aligned to goals.
- Provide concrete evidence that reading routines and procedures are being taught in all disciplines.
- Develop procedures to monitor accountability to the implementation of the instructional interventions identified in the action plan.
- Communicate with the ESU (Educational Service Unit) and reading specialist for additional reading strategies and specific resources.

**Finding:** Pierce Jr/Sr High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Standard 4. Documenting and Using Results

**Standard:** The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

Pierce Jr. Sr. High School has developed a comprehensive assessment system aligned to the Nebraska Standards. Data has been collected by using formal and informal methods. Five years ago, a data retreat was hosted by the school to determine the targeted areas of need. During this retreat, the school identified goals in reading and writing. The data used to determine these goals came from ACT (American College Test), NRT (Norm-Referenced Tests), CRT (Criterion-Referenced Tests), CAT/5 (California Achievement Tests), PLAN, and Accelerated Reading assessments. All teachers participated in this retreat.

Since the retreat, data continued to be collected. This data is displayed in charts and graphs on the school's website for easy access to the secondary teachers. Through interviews, evidence was gathered that not all teachers review the student data to make instructional decisions or program decisions.

Besides student performance data, the school collects perceptual data through surveys and advisory committees. The school has established advisory committees for staff and community members.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The school hosted a data retreat five years ago that involved the participation of all staff members.
- The district has conducted three data retreats during this past five-year cycle: in 2004 to determine target goals, in 2005 to check progress and evaluate, and again in 2008 to check for progress overall.
- The school has started to post data to the district's website. The posting of data maintains school transparency while distributing valuable data to their teachers. Teachers in turn can use this data to make instructional decisions.
- The school has established advisory groups that bring stakeholder perspectives to the forefront.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Analyze all current data that is collected and determine which data is absolutely necessary to make informed student decisions. Answer the following question: What data is absolutely necessary to the school in order to make informed decisions concerning student achievement? Not all data needs to be collected at the school level in order to make informed decisions. In other words, some data is only necessary at the classroom level not necessarily the school level. Don't become data rich and information poor.
- Disaggregate data to determine specific student needs.
- Conduct a data retreat that includes all staff members. Staff involvement and ownership are necessary to build understanding of the importance of this process now and in the future.
- Utilize perceptual data to address the need for character development. The school has established many programs that focus on the students' character. Does the school have evidence to support this as a goal? If so, document the sources of data and compose a targeted goal. Perceptual data can be collected and tabulated through electronic survey instruments.

**Finding:** Pierce Jr/Sr High School has earned the overall assessment level of "Operational" and has met this standard

for accreditation.

## Standard 5. Resource and Support Systems

**Standard:** The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

The school has provided the resources and services necessary to support the goals and the objectives of the district. A review of artifacts indicates extra staff has been hired in recent years to support the targeted goals of the district. The leadership team has ensured that highly qualified people have filled these positions. Interviews with employees corroborate this finding. In addition to increasing human resources, ample financial resources have been directed at providing instructors the tools needed to assist them.

The team reviewed the district's annual budget, the latest financial audit, long-range facilities plans, and crisis management plans. These documents serve as evidence that the district is committed to providing the necessary resources.

**Strengths - The team noted the following successful practices deserving of recognition:**

- All stakeholders list caring, highly qualified administrators, teachers, and staff as a strength.
- The budget for technology has nearly tripled in recent years with the implementation of the 1 to 1 initiative. The district continues to support the summer school program financially.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Give attention to increasing the cash reserves of the district and increasing the balance in the depreciation fund. Both commendations previously listed require a stable, financially healthy district to maintain.
- Develop a plan to ensure that staff members are replaced with equally qualified staff.

**Finding:** Pierce Jr/Sr High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Standard 6. Stakeholder Communications and Relationships

**Standard:** The school fosters effective communications and relationships with and among its stakeholders.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

Pierce Jr. Sr. High School actively seeks opportunities for collaboration with stakeholders to help all students learn and advance improvement efforts. The school maintains many avenues of communication with stakeholders. Through interviews and artifacts, the team found evidence of regular systematic opportunities for communication and enhancing relationships. Interviews with administrators, teachers, and students

indicated a high level of community participation in school functions. School news articles are featured weekly in the local newspaper. The journalism students publish articles about both curricular and extra curricular activities. The superintendent and secondary principal also contribute articles. Students had a voice in development of a school theme.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The school is soliciting the knowledge and skills of stakeholders to enhance the work of the schools. Evidence includes the Patron Advisory Committee meets quarterly about key issues, the Community Action Club meets four times a year to discuss common issues of interest for the betterment of the community and school, and there is a student theme committee.
- Pierce communicates expectations for student learning through Junior Night, a seventh grade New Student Orientation, and the school website.
- Student achievement information is provided in the form of parent teacher conferences, PowerSchool access, and other teacher/parent communications.
- The school has been providing information pertaining to school events through 329-BLUE and Schedule Star.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Maintain regular, systematic opportunities for communication and enhancing relationships.
- Continue to solicit the knowledge and skills of all stakeholders to enhance the work of the school.

**Finding:** Pierce Jr/Sr High School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## Standard 7. Commitment to Continuous Improvement

**Standard:** The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

The Pierce Public School's school improvement committee has developed a school improvement plan at the secondary level that reflects specific intervention activities that have been incorporated in an attempt to meet their goals in reading and writing. They have employed various programs to improve student skills in reading and writing. The secondary school has implemented a reading class for 20 minutes per day to ensure all students have the opportunity to read on a daily basis that provides students with an opportunity to practice their reading skills and enrich their vocabulary. An elective class for corrective reading meets for 90 minutes per day for students in seventh, eighth, and ninth grade to help students who struggle with reading skills. The secondary school has a peer reading program that pairs students up; the advanced reading students are paired with struggling readers to provide additional reading opportunities.

The one-to-one computer initiative provides many reading and writing opportunities for students in the junior/senior high school. Laptops are being used by students to take AR (Accelerated Reader) assessments that measure the students' reading skills. The laptops have provided students with numerous learning opportunities that support the goals of the school.

Pierce Public Schools have used standardized and local assessments to measure the effectiveness of their programs. They have committed time and resources to improve reading and writing skills directly for the students at Pierce Jr. Sr. High School.

The administrative team and curriculum coordinator have taken the leadership roles to ensure a process is in place and the interventions are implemented. The steering committee members have also been involved in some of the school improvement activities. Professional development has been provided for all staff for the writing goal. Teachers could not identify professional development strategies that were aligned to the reading goal or procedures for accountability that were used across curricular areas. The visitation team was provided with evidence to reflect accurately the school improvement plan, process, and data.

The school has implemented a variety of methods of communicating the school's progress. The district is committed to ensuring the stakeholders are informed of various programs and the progress the school is making. The school has developed a close relationship with the local newspaper that publishes pertinent information about the school's progress, various school activities, and information about specific programs. The school utilizes their website to disseminate information about the school. The website is well organized and communicates the school activities, programs, and up-to-date information about the school.

The school improvement steering committee meets when needed, but there was no evidence the committee follows a regular schedule to focus systematically and continuously on growth, sharing and analyzing of student data, and planning and implementation of ongoing staff development activities that are in direct relationship to the school's vision, mission, and goals.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The administrative team and curriculum director have led the staff to implementing quality programs that have impacted the amount of time students read, and they have implemented programs to assist students who have demonstrated low reading skills.
- The school has trained their staff in Write Tools and Step Up to Writing to support their writing goal.
- The teaching staff and school improvement team collaborated in submitting the Standards Assessment Report to allow for teacher input in determining the various activities in the seven AdvancED standards.
- The school's website displays numerous components to student data that has great opportunities for further development.
- Communication with stakeholders is evident about the various programs the school has implemented that support the school's goals.
- The one-to-one computer initiative provides many reading and writing opportunities for students in the secondary school.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Implement an ongoing and systematic approach to the school improvement process that articulates the vision and purpose of the school, maintains an updated profile, employs a plan for student learning, and uses data to inform next steps.
- Analyze student data K-12 on a yearly basis to ensure the school improvement process is ongoing.
- Gather and disaggregate the high school reading data to determine if the Reading Class and Corrective Reading programs are effective. The data would be useful in making future decisions for individual students and to assist in documenting the progress of the programs.
- Provide staff development opportunities aligned to the reading goal for teachers of all curricular areas. The teachers should have the opportunity to collaborate in small groups to share strategies, interventions, and student data.

**Finding:** Pierce Jr/Sr High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Conclusion

The commendations and recommendations in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and recommendations only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified several recommendations for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's recommendations.

The Quality Assurance Review Team expresses appreciation to Mark R. Brahmer, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through NCA CASI accreditation with AdvancED.

# Appendix

## Quality Assurance Review Team Members

- Barbara Friesth, Chair (Educational Service Unit 7)
- Paula Mellinger, Vice Chair (Educational Service Unit 10)
- Alan Harms, Team Member (Wisner-Pilger Public Schools)
- Mark Olson, Team Member (Milford Public Schools)
- Mary McKeon, Team Member (Stanton Elementary)
- Mr. Michael Sieh, Team Member (Stanton Community High School)
- Mrs. Peg Lutt, Team Member (Wayne High School)
- Mr. Shawn McDiffett, Team Member (Central City High School)

## AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at [www.advanc-ed.org](http://www.advanc-ed.org).

### **Vision and Purpose**

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

### **Governance and Leadership**

The school provides governance and leadership that promote student performance and school effectiveness.

### **Teaching and Learning**

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

### **Documenting and Using Results**

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

### **Resource and Support Systems**

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

### **Stakeholder Communications and Relationships**

The school fosters effective communications and relationships with and among its stakeholders.

### **Commitment to Continuous Improvement**

The school establishes, implements, and monitors a continuous process of improvement that focuses on student

performance.