

STANDARD 5

Standard 5.1

Liberty is at a level two. The school has added some great programs to its curriculum base. Improvement may be seen by creating additional training to maximize implementation of the curriculum and assessments. More emphasis should be placed on using results to guide improvement.

School leadership includes Site Director (principal), Business Manager, Student Services Director, faculty council and Student Success Team, with contributions from the parent/community council and other shareholders. Faculty and administration have weekly meetings where leaders provide regular updates, in-service training and PLC collaboration time. All of our school's education-based data are found on the PSD Gateway link on the Utah State Office of Education web page. CRT scores from past academic years are available on line according to grade level, subject area, and student ethnicity.

To help teachers with the interpretation of data, Liberty Academy currently has in place a professional development program which includes training provided by a university professor of education on the evaluation, interpretation and use of data. Teachers are required to attend these trainings as directed by the administration.

Standard 5.2

Liberty is at a level two. Liberty Academy has many different student assessment systems in place from which data can be pulled. All students are administered the prescribed battery of state tests, including the CRT and DWA. Early elementary teachers administer the DIBELS test twice a year to assess reading comprehension. In addition, STAR Reading is a computer-based reading assessment administered in grades K-6 for data pertaining to comprehension and reading vocabulary. Guided reading, adopted by the school in 2012, uses small group instruction to individualize reading instruction. Running records of student reading are administered and reported on a monthly basis. Students in grades 5 and 8 utilize Utah Write, a computer-based writing tutorial and assessment program.

A+ is a computer-assessed prescribed learning program used from fourth grade up for additional assessments in language arts, math, science and social studies. Students are assessed in each of the four subject areas and then prescribed a set of tutorials. This program is also utilized for credit recovery in grades 9-12. *Go Math!* is a new textbook adoption as of Fall 2012 for elementary students. The program has assessments that are given throughout the year, including mid-chapter checkpoints and chapter tests. This program also includes an Intensive Intervention component. The test assessments are then recorded for each student. For special education referrals and re-evaluations, students are periodically administered a set of tests from the Woodcock-Johnson III Tests of Cognitive Abilities and from the Woodcock-Johnson III Tests of Achievement.

Many of the procedures and protocols for using the tools and resources are not adequately communicated to teachers and staff. This may be helped by improving the training on curriculum and assessment tools.

Standard 5.3

Liberty is at a level two. Professional development is offered on a monthly basis to train on a variety of topics, including using data to guide instruction. This is a strength. Presently, teachers are not assessed on their knowledge or ability to interpret data, only trained. This may be an area for improvement.

Standard 5.4

Liberty is at a level two. Liberty Academy has sufficient data from which to examine and

detect current levels of student progress. Acquiring data is definitely a strength of the school. This data could be better used. There is a need for more uniform, data-driven decision making to improve student learning and apply improved instructional techniques to meet individual student needs.

Standard 5.5

Liberty is at a level two. Liberty Academy has parent, student and faculty organizations that all contribute to the governance of the school. Multiple stakeholders are involved in school decisions. It is proposed that Board meetings be offered at a more convenient time for parents and faculty to be able to attend and contribute to the decision-making process. It is also proposed to improve communication (feedback) to all stakeholders by keeping the website up-to-date and relevant.