

**WASHINGTON ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW**

Percentage of Students Showing Mastery on STAR Reading & Early Literacy Assessments

STAR Reading/Early Literature STRAND DATA	Kindergarten			1st Grade			2nd Grade			SCHOOL Primary Average			SCHOOL AVERAGE (Primary & Intermediate)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading Foundations	12%	70%		32%	76%		57%	75%		34%	74%	#DIV/0!	49%	81%	#DIV/0!
Phonological Awareness	13%	70%		43%	80%		*N/A			28%	75%	#DIV/0!	*N/A		
Print Concepts	10%	70%		68%	87%		59%	78%		46%	78%	#DIV/0!			
Phonics & Word Study	12%	66%		22%	73%		56%	75%		30%	71%	#DIV/0!			
Fluency	18%	78%		24%	74%		58%	77%		33%	76%	#DIV/0!			
Reading & Writing Process	8%	64%		3%	63%		52%	63%		21%	63%	#DIV/0!	36%	71%	#DIV/0!
Critical Reading & Writing	2%	58%		3%	64%		51%	66%		19%	63%	#DIV/0!	36%	71%	#DIV/0!
Vocabulary	30%	76%		6%	67%		55%	74%		30%	72%	#DIV/0!	48%	79%	#DIV/0!
Language	*N/A			*N/A			*N/A			*N/A			*N/A		
Research	*N/A			*N/A			*N/A			*N/A			*N/A		
Multimodal Literacies	2%	57%		3%	64%		53%	71%		19%	64%	#DIV/0!	41%	74%	#DIV/0!
Independent Reading	8%	67%		3%	68%		56%	63%		22%	66%	#DIV/0!	44%	76%	#DIV/0!

*Strand Was Not Assessed on STAR

STAR Reading STRAND DATA	3rd Grade			4th Grade			5th Grade			SCHOOL Intermediate Average		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading Foundations	55%	88%		72%	89%		*N/A			64%	89%	#DIV/0!
Reading & Writing Process	37%	79%		52%	80%		66%	79%		52%	79%	#DIV/0!
Critical Reading & Writing	42%	82%		57%	81%		62%	76%		54%	80%	#DIV/0!
Vocabulary	54%	87%		65%	86%		78%	83%		66%	85%	#DIV/0!
Language	*N/A			*N/A			*N/A			*N/A		
Research	*N/A			*N/A			*N/A			*N/A		
Multimodal Literacies	44%	84%		66%	85%		76%	82%		62%	84%	#DIV/0!
Independent Reading	44%	82%		69%	89%		86%	87%		66%	86%	#DIV/0!

*Strand Was Not Assessed on STAR

STAR READING OVERALL STRENGTH	BOY	MOY	EOY	STRENGTH TRENDS
Kindergarten	None Identified	Vocabulary		
First Grade	None Identified	None Identified		
Second Grade	None Identified	Vocabulary		
Third Grade	None Identified	All Assessed Strands		
Fourth Grade	None Identified	All Assessed Strands		
Fifth Grade	Multiple Strands	All Assessed Strands		
SCHOOL	None Identified	All Assessed Strands		
STAR READING OVERALL WEAKNESS	BOY	MOY	EOY	WEAKNESS TRENDS
Kindergarten	All Assessed Strands	Critical Reading & Writing		
First Grade	All Assessed Strands	Reading & Writing Process		
Second Grade	All Assessed Strands	Reading & Writing Process		
Third Grade	All Assessed Strands	None Identified		
Fourth Grade	Multiple Strands	None Identified		
Fifth Grade	Multiple Strands	None Identified		
SCHOOL	Reading & Writing Process	None Identified		

**WASHINGTON ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW**

Percentage of Students Showing Mastery on STAR Math Assessments

STAR Math STRAND DATA	*Kindergarten			1st Grade			2nd Grade			SCHOOL Primary Average			SCHOOL AVERAGE (Primary & Intermediate)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Numbers & Operations	*N/A			4%	44%		12%	53%		8%	49%	#DIV/0!	12%	52%	#DIV/0!
Algebraic Reasoning & Algebra				4%	44%		5%	48%		5%	46%	#DIV/0!	10%	49%	#DIV/0!
Geometry & Measurement				4%	42%		10%	51%		7%	47%	#DIV/0!	9%	48%	#DIV/0!
Data & Probability				6%	41%		10%	46%		8%	44%	#DIV/0!	19%	52%	#DIV/0!

*Kindergarten Math Was Not Assessed on STAR

STAR Math STRAND DATA	3rd Grade			4th Grade			5th Grade			SCHOOL Intermediate Average		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Numbers & Operations	16%	64%		10%	59%		19%	41%		15%	55%	#DIV/0!
Algebraic Reasoning & Algebra	8%	53%		15%	64%		23%	40%		15%	52%	#DIV/0!
Geometry & Measurement	12%	55%		10%	55%		9%	36%		10%	49%	#DIV/0!
Data & Probability	39%	70%		2%	49%		50%	60%		30%	60%	#DIV/0!

STAR Math OVERALL STRENGTH	BOY	MOY	EOY	STRENGTH TRENDS
First Grade	None Identified	None Identified		
Second Grade	None Identified	None Identified		
Third Grade	None Identified	None Identified		
Fourth Grade	None Identified	None Identified		
Fifth Grade	None Identified	None Identified		
SCHOOL	None Identified	None Identified		
STAR Math OVERALL WEAKNESS	BOY	MOY	EOY	WEAKNESS TRENDS
First Grade	All Assessed Strands	All Assessed Strands		
Second Grade	All Assessed Strands	Multiple Strands		
Third Grade	All Assessed Strands	Algebraic Reasoning		
Fourth Grade	All Assessed Strands	Data & Probability		
Fifth Grade	All Assessed Strands	Multiple Strands		
SCHOOL	All Assessed Strands	Multiple Strands		

**WASHINGTON ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW**

Percentage of FAY Students Showing Mastery on the OSTP ELA ~ Comparing 4 Years of Data

OSTP ELA STRAND DATA	3rd Grade				4th Grade				5th Grade				SCHOOL			
	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020
ELA TOTAL	38%	68%	17%	Pending	16%	73%	30%	Pending	44%	83%	29%	Pending	33%	75%	25%	#DIV/0!
Reading & Writing Process	57%	50%	30%	Pending	31%	59%	69%	Pending	64%	50%	59%	Pending	51%	53%	53%	#DIV/0!
Critical Reading & Writing	62%	59%	60%	Pending	63%	68%	52%	Pending	56%	44%	71%	Pending	60%	57%	61%	#DIV/0!
Vocabulary	76%	77%	40%	Pending	47%	59%	52%	Pending	64%	33%	42%	Pending	62%	56%	45%	#DIV/0!
Language	67%	55%	50%	Pending	79%	77%	74%	Pending	60%	72%	62%	Pending	69%	68%	62%	#DIV/0!
Research	62%	59%	37%	Pending	48%	68%	65%	Pending	64%	61%	63%	Pending	58%	63%	55%	#DIV/0!
Writing Composite Score	*N/A				*N/A						21%	Pending	#DIV/0!	#DIV/0!	21%	#DIV/0!

*Not Assessed on the OSTP until 5th Grade

OSTP ELA OVERALL STRENGTH	2016-2017	2017-2018	2018-2019	2019-2020	STRENGTH TRENDS
Third Grade	Vocabulary	Vocabulary	None Identified		Language
Fourth Grade	Language	Language	Language		
Fifth Grade	None Identified	Language	Critical Reading & Writing		
SCHOOL	Language	Language	None Identified		
OSTP ELA OVERALL WEAKNESS	2016-2017	2017-2018	2018-2019	2019-2020	
Third Grade	Reading & Writing Process	Reading & Writing Process	All Assessed Strands		None Identified
Fourth Grade	Reading & Writing Process	None Identified	Multiple Strands		
Fifth Grade	Critical Reading & Writing	Vocabulary	Multiple Strands		
SCHOOL	Reading & Writing Process	Reading & Writing Process	All Assessed Strands		

#VALUE!

Percentage of FAY Students Showing Mastery on the OSTP Math ~ Comparing 3 Years of Data

OSTP Math STRAND DATA	3rd Grade				4th Grade				5th Grade				SCHOOL			
	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020
MATH TOTAL	33%	73%	24%	Pending	11%	64%	30%	Pending	40%	63%	29%	Pending	28%	67%	28%	#DIV/0!
Numbers & Operations	43%	50%	60%	Pending	21%	36%	48%	Pending	52%	32%	34%	Pending	39%	39%	47%	#DIV/0!
Algebraic Reasoning & Algebra	57%	68%	44%	Pending	32%	36%	52%	Pending	60%	32%	54%	Pending	50%	45%	50%	#DIV/0!
Geometry & Measurement	43%	27%	44%	Pending	37%	41%	48%	Pending	80%	37%	41%	Pending	53%	35%	44%	#DIV/0!
Data & Probability	57%	68%	63%	Pending	79%	82%	78%	Pending	80%	37%	75%	Pending	72%	62%	72%	#DIV/0!

OSTP Math OVERALL STRENGTH	2016-2017	2017-2018	2018-2019	2019-2020	STRENGTH TRENDS
Third Grade	None Identified	Numbers & Operations	None Identified		Data & Probability
Fourth Grade	Data & Probability	Data & Probability	Data & Probability		
Fifth Grade	Data & Probability	None Identified	Data & Probability		
SCHOOL	Data & Probability	Data & Probability	Data & Probability		
OSTP Math OVERALL WEAKNESS	2016-2017	2017-2018	2018-2019	2019-2020	
Third Grade	Geometry & Measurement	Geometry & Measurement	All Assessed Strands		Numbers & Operations, Algebraic Reasoning & Algebra, Geometry & Measurement
Fourth Grade	Numbers & Operations	Numbers & Operations	Multiple Strands		
Fifth Grade	Numbers & Operations	Numbers & Operations	Multiple Strands		
SCHOOL	Numbers & Operations	Geometry & Measurement	Multiple Strands		

**WASHINGTON ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW**

Percentage of FAY Students Showing Mastery on the OSTP ELA ~ Comparing 4 Years of Data by SUBGROUPS

OSTP ELA DATA by SUBGROUP	3rd Grade								4th Grade								5th Grade								SCHOOL											
	2017		2018		2019		2020		2017		2018		2019		2020		2017		2018		2019		2020		2017	2018	2019	2020								
# of Students in SubGroup & % of Sub-Group Scoring At or Above Proficient	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	% of Sub-Group Scoring At or Above Proficient									
Ethnicity Sub-Groups																																				
American Indian/Alaskan Native	3	0%	1	0%	2	0%			1	0%	2	0%	2	0%			4	0%			2	50%			0%	0%	17%	#DIV/0!								
Black/African American	1	100%	6	50%	6	33%			8	13%	3	67%	6	17%			3	67%	5	0%	2	50%			60%	39%	33%	#DIV/0!								
Asian			1	0%								1	100%											#DIV/0!	0%	100%	#DIV/0!									
Hispanic/Latino	8	50%	3	100%	10	10%			1	0%	10	20%	4	50%			7	71%	5	0%	10	20%			40%	40%	27%	#DIV/0!								
White	3	33%	6	33%	7	14%			6	33%	3	67%	7	29%			7	43%	6	17%	5	20%			36%	39%	21%	#DIV/0!								
Native Hawaiian/Other Pacific Islander																								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									
Two or More Races	6	33%	5	20%	5	20%			3	0%	4	25%	3	33%			4	25%	3	0%	4	50%			19%	15%	34%	#DIV/0!								
No Ethnicity Info Provided																								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									
Economically Disadvantaged Sub-Groups																																				
Economically Disadvantaged	17	35%	22	41%	25	16%			17	12%	17	35%	23	30%			22	36%	17	6%	22	24%			28%	27%	23%	#DIV/0!								
NOT Economically Disadvantaged	4	50%			5	20%			2	50%	5	20%					3	100%	2	0%	3	67%			67%	10%	44%	#DIV/0!								
ELL Sub-Groups																																				
ELL	2	50%	2	0%	3	33%					5	20%	1	0%							1	0%			50%	10%	11%	#DIV/0!								
NOT ELL	19	37%	20	45%	27	15%			19	16%	17	35%	22	32%			25	44%	19	5%	23	30%			32%	28%	26%	#DIV/0!								
IEP Sub-Groups																																				
IEP	5	20%	7	29%	11	9%			5	0%	6	0%	8	13%			3	0%	3	0%	9	0%			7%	10%	7%	#DIV/0!								
NOT IEP	16	44%	15	47%	19	21%			14	21%	16	44%	15	40%			22	50%	16	6%	15	47%			38%	32%	36%	#DIV/0!								
OSTP ELA SUBGROUP(S) OF LEAST CONCERN	2017								2018								2019								2020								School SUBGROUP Strength Trends			
Third Grade																																				
Fourth Grade																																				
Fifth Grade																																				
SCHOOL																																				
OSTP ELA SUBGROUP(S) OF GREATEST CONCERN	2017								2018								2019								2020								School SUBGROUP Weakness Trends			
Third Grade	Economically Disadvantaged								Economically Disadvantaged								Economically Disadvantaged																			
Fourth Grade	Economically Disadvantaged								Hispanic/Latino, Economically Disadvantaged								Economically Disadvantaged																			
Fifth Grade	Economically Disadvantaged								Economically Disadvantaged								Hispanic/Latino, Economically Disadvantaged																			
SCHOOL	Economically Disadvantaged								Economically Disadvantaged								Economically Disadvantaged																Hispanic/Latino, Economically Disadvantaged			

**WASHINGTON ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW**

Percentage of FAY Students Showing Mastery on the OSTP Math ~ Comparing 4 Years of Data by SUBGROUPS

OSTP MATH DATA by SUBGROUP	3rd Grade								4th Grade								5th Grade								SCHOOL											
	2017		2018		2019		2020		2017		2018		2019		2020		2017		2018		2019		2020		2017	2018	2019	2020								
# of Students in SubGroup & % of Sub-Group Scoring At or Above Proficient	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	% of Sub-Group Scoring At or Above Proficient											
Ethnicity Sub-Groups																																				
American Indian/Alaskan Native	3	0%	1	0%	2	0%			1	0%	2	0%	2	0%			4	0%			2	0%			0%	0%	0%	#DIV/0!								
Black/African American	1	0%	6	0%	6	50%			8	0%	3	0%	6	17%			3	33%	5	0%	2	50%			11%	0%	39%	#DIV/0!								
Asian			1	100%								1	100%											#DIV/0!	100%	100%	#DIV/0!									
Hispanic/Latino	8	25%	3	33%	10	10%			1	0%	10	0%	4	25%			7	57%	5	0%	10	20%			27%	11%	18%	#DIV/0!								
White	3	67%	6	33%	7	29%			6	33%	3	67%	7	57%			7	43%	6	50%	5	40%			48%	50%	42%	#DIV/0!								
Native Hawaiian/Other Pacific Islander																								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									
Two or More Races	6	50%	5	40%	5	20%			3	0%	4	50%	3	0%			4	50%	3	0%	4	50%			33%	30%	23%	#DIV/0!								
No Ethnicity Info Provided																								#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!									
Economically Disadvantaged Sub-Groups																																				
Economically Disadvantaged	17	35%	22	27%	25	24%			17	6%	17	18%	23	30%			22	32%	17	12%	21	24%			24%	19%	26%	#DIV/0!								
NOT Economically Disadvantaged	4	25%			5	20%			2	50%	5	20%					3	100%	2	50%	3	67%			58%	35%	44%	#DIV/0!								
ELL Sub-Groups																																				
ELL	2	50%	2	50%	3	0%					5	0%	1	0%							1	0%			50%	25%	0%	#DIV/0!								
NOT ELL	19	32%	20	25%	27	26%			19	11%	17	24%	22	32%			25	40%	19	16%	23	30%			28%	22%	29%	#DIV/0!								
IEP Sub-Groups																																				
IEP	5	0%	7	0%	11	18%			5	0%	6	0%	8	13%			3	0%	3	0%	9	0%			0%	0%	10%	#DIV/0!								
NOT IEP	16	44%	15	40%	19	26%			14	14%	16	25%	15	40%			22	45%	16	19%	15	47%			34%	28%	38%	#DIV/0!								
OSTP MATH SUBGROUP(S) OF LEAST CONCERN	2017								2018								2019								2020								School SUBGROUP Strength Trends			
Third Grade																																				
Fourth Grade																																				
Fifth Grade																																				
SCHOOL																																				
OSTP MATH SUBGROUP(S) OF GREATEST CONCERN	2017								2018								2019								2020								School SUBGROUP Weakness Trends			
Third Grade																	Hispanic/Latino, IEP																			
Fourth Grade	Economically Disadvantaged								Hispanic/Latino																											
Fifth Grade	Economically Disadvantaged								Economically Disadvantaged								Hispanic/Latino, Eco. Disadvantaged																			
SCHOOL																																	Hispanic/Latino, Economically Disadvantaged			

**WASHINGTON ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW
OSDE School Report Card ~ 2017 - 2020**

OSDE School Report Card	2017-2018			2018-2019			**2019-2020		
	Letter Grade	Points Possible	Points Earned	Letter Grade	Points Possible	Points Earned	Letter Grade	Points Possible	Points Earned
OVER VIEW									
Academic Achievement	D	35	12.24	C	35	13.98		35	
Academic Growth	C	30	11.58	A	30	27.19		30	
English Language Proficiency Assessment	A	15	15.00	B	15	11.21		15	
Chronic Absenteeism	C	10	3.66	F	10	0.95		10	
OVERALL	C	90	42.48	B	90	53.33		90	

* 2017-2018 was the first year for the new OSDE School Report Cards **2019-2020 Not Available Until Summer 2020

OSDE School Report Card ACADEMIC ACHIEVEMENT Score Breakdown	2017-2018			2018-2019			**2019-2020		
	SubTest Score	Points Possible	Points Earned	SubTest Score	Points Possible	Points Earned	SubTest Score	Points Possible	Points Earned
ELA	45.30%	15	6.89	46.31%	15	7.12		15	
Mathematics	32.49%	15	4.47	44.60%	15	6.77		15	
Science	24.53%	5	0.88	12.30%	5	0.09		5	
TOTAL	34.97%	35	12.24	39.94%	35	13.98		35	

OSDE School Report Card ACADEMIC ACHIEVEMENT Score Breakdown by PRIORITY GROUPS	2017-2018			2018-2019			**2019-2020		
	Numerator (Points Earned)	Denominator (Points Possible/# of Students)	Percentage of Points Earned	Numerator (Points Earned)	Denominator (Points Possible/# of Students)	Percentage of Points Earned	Numerator (Points Earned)	Denominator (Points Possible/# of Students)	Percentage of Points Earned
ELA ACHIEVEMENT - Priority Student Groups									
Economically Disadvantaged	19.95	41	49%	19.95	42	48%		120	
Students with Disabilities	8.65	16	54%	13.65	28	49%		37	
MATH ACHIEVEMENT - Priority Student Groups									
Economically Disadvantaged	16.50	41	40%	18.35	42	44%		120	
Students with Disabilities	2.85	16	18%	13.70	28	49%		37	

OSDE School Report Card ACADEMIC GROWTH Score Breakdown	2017-2018			2018-2019			**2019-2020		
	Subject Score	Points Earned	Points Max	Subject Score	Points Earned	Points Max	Subject Score	Points Earned	Points Max
ELA	179.26	5.09	15	106.02	12.19	15			15
Mathematics	158.76	6.49	15	114.43	15.00	15			15
TOTAL		11.58	30		27.19	30			30

**WASHINGTON ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW**

Perception Data from the Nine Essential Elements Survey ~ Certified Staff at Site

Site Averages for the Nine Essential Elements	EE 1	EE2	EE3	EE4	EE5	EE6	EE7	EE8	EE9
	3.87	3.87	3.85	3.86	3.85	3.88	3.89	3.87	3.90

Site's Strongest Indicators				
2.2	3.7	7.11	3.94?	3.94?

Site's Weakest Indicators				
3.78?	3.78?	3.78?	3.78?	3.78?

The highest 5% of indicator score values are shown in green.

The lowest 5% of indicator score values are shown in red.

Additional indicators may be highlighted in the event of equivalent highest/lowest score values.

Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators School Site Averages		
Indicator Number	Elements & Indicators	Rating Avg.
ESSENTIAL ELEMENT 1: Academic Performance - Curriculum		Element 1 Average:
*The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards. *The school leader recognizes and encourages implementation practices that motivate and increase student achievement.		3.87
1.1	Academic expectations are aligned with the Oklahoma Academic Standards (OAS).	3.89
1.2	OAS standards and objectives are clearly articulated.	3.89
1.3	Overlaps and gaps in curriculum are discussed.	3.89
1.4	Key curriculum vertical transition points are communicated.	3.89
1.5	Curriculum links are provided for continued education, career, and life options.	3.78
1.6	A process exists to monitor, evaluate and review curriculum	3.83
1.7	Common academic core is available for all students.	3.94
ESSENTIAL ELEMENT 2: Academic Performance - Classroom Evaluation/Assessment		Element 2 Average:
*The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. *The school leader communicates both a focused mission to improve student achievement and a vision of the critical elements of curriculum and instructional practices that makes high achievement possible.		3.87
2.1	Multiple classroom assessments are frequent, rigorous, and aligned.	3.83
2.2	Teachers collaborate in design of assessment.	4.00
2.3	Students can articulate expectations and know requirements.	3.78
2.4	Test scores are used to identify gaps.	3.94
2.5	Assessments provide meaningful feedback.	3.94
2.6	The state standards (OAS) are communicated and observable.	3.83
2.7	Oklahoma Academic Standards (OAS) are aligned with criterion-referenced tests and end-of-instruction tests.	3.84
2.8	Student work is analyzed.	3.83

Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators
School Site Averages

Indicator Number	Elements & Indicators	Rating Avg.
ESSENTIAL ELEMENT 3: Academic Performance - Instruction		Element 3 Average:
*The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance. *The school leader recognizes and encourages implementation of instructional practices that best motivate and increase student achievement.		3.85
3.1	Varied instructional strategies are used in all classrooms.	3.83
3.2	Instructional strategies and activities are aligned with goals.	3.89
3.3	Strategies are monitored and aligned to address learning styles.	3.83
3.4	Teachers demonstrate content knowledge	3.83
3.5	Teachers incorporate technology in their classrooms.	3.78
3.6	Sufficient instructional resources are available.	3.78
3.7	Teachers collaborate to review student work.	4.00
3.8	Homework is frequent, monitored, and connected to instructional practice.	3.89
ESSENTIAL ELEMENT 4: Learning Environment - School Culture		Element 4 Average:
*The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence. *The school leader sets high expectations for all students to learn high-level content.		3.86
4.1	Leadership support is provided for a safe and orderly environment.	3.78
4.2	Leadership beliefs and practices focus on high achievement for all students.	3.94
4.3	Teacher beliefs and practices focus on high achievement for all students.	3.83
4.4	Teachers and nonteaching staff are involved in decision making.	3.89
4.5	Teachers accept their role in student successes or failures.	3.83
4.6	Teacher assignments are based on strengths.	3.78
4.7	Teachers communicate student progress with parents.	3.89
4.8	Teachers care about students and inspire best efforts.	3.83
4.9	Multiple communication strategies are used to disseminate information.	3.89
4.10	Student achievement is valued and publicly celebrated.	3.89
4.11	Equity and diversity are valued and supported.	3.89
ESSENTIAL ELEMENT 5: Learning Environment - Student, Family, and Community Support		Element 5 Average:
*The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students. *The school leader sets high expectations for all students to learn high-level content. The school leader keeps everyone informed and focused on student achievement. The school leader includes parents as partners in education and creates a structure for parent and educator collaboration.		3.85
5.1	Families and communities are active partners.	3.78
5.2	All students have access to all curriculum.	3.89
5.3	School provides organizational structure.	3.89
5.4	Student instructional assistance is provided outside of the classroom	3.78
5.5	The school/district maintains an accurate recordkeeping system.	3.89

**Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators
School Site Averages**

Indicator Number	Elements & Indicators	Rating Avg.
ESSENTIAL ELEMENT 6: Learning Environment - Professional Growth, Development, & Evaluation		Element 6 Average:
<p>*The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.</p> <p>*The school leader provides opportunities for research based, results-driven professional development for staff and implements performance evaluation procedures in order to improve teaching and learning.</p>		3.88
6.1	Long-term professional development plans are written.	3.89
6.2	There is a plan to build instructional capacity with on-going professional development.	3.89
6.3	Professional development is aligned with student performance goals.	3.83
6.4	School improvement goals are connected to student learning goals.	3.89
6.5	Professional development is on-going and job-embedded.	3.89
6.6	Professional development is aligned to analysis of test data.	3.83
6.7	The school has a clearly defined teacher evaluation process.	3.89
6.8	The district and site leaders provide sufficient professional development resources.	3.78
6.9	Teacher evaluations and professional development plans are used effectively.	3.89
6.10	The evaluation process meets or exceeds statutes.	3.89
6.11	The needs of instructional leaders are addressed.	3.89
6.12	District and site leaders provide evaluation follow-up and support.	3.94
ESSENTIAL ELEMENT 7: Efficiency - Leadership		Element 7 Average:
<p>*The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.</p> <p>*The school leader creates both a focused mission to improve student achievement and a vision of how to implement the critical elements necessary for the alignment of curriculum, assessment, and instructional practices.</p>		3.89
7.1	The school and district leadership team has developed a shared vision.	3.89
7.2	Leadership decisions are collaborative and data-driven.	3.89
7.3	The leaders develop a professional development plan focused on effective skills.	3.89
7.4	The leadership team disaggregates data.	3.89
7.5	The leadership team provides access to curriculum and data.	3.89
7.6	The school leadership maximizes time effectiveness.	3.94
7.7	The school & district leadership team provides resources, monitors progress & removes barriers to learning.	3.83
7.8	The school and district leaders ensure a safe and effective learning environment.	3.94
7.9	The site and district leadership team develops effective school policies.	3.83
7.10	School policies have an intentional focus on student academic performance.	3.83
7.11	The leadership team has skills in academic performance, learning environment, and efficiency.	4.00

**Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators
School Site Averages**

Indicator Number	Elements & Indicators	Rating Avg.
ESSENTIAL ELEMENT 8: Efficiency - Organizational Structure & Resources		Element 8 Average:
<p>*The school/district leadership is organized to maximize use of all available resources to support high quality performance of students and staff. *The school leader acquires and uses resources wisely for the purpose of student achievement. The school leader uses and organizes time in innovative ways to meet the goals and objectives of school improvement.</p>		3.87
8.1	The school/district maximizes organization of resources for achievement.	3.89
8.2	Master schedule provides all students access to all curriculum.	3.83
8.3	Staffing is based on student needs.	3.83
8.4	The staff use of instructional time is efficient in order to maximize learning.	3.94
8.5	Vertical and horizontal team planning is focused on the improvement plan.	3.89
8.6	Schedule is aligned with student learning needs.	3.89
8.7	Resources are used equitably.	3.89
8.8	Budget for discretionary funds is directed by an assessment of needs.	3.78
8.9	Funds are aligned with school goals.	3.89
8.10	State and federal funds are allocated to align with school goals and data needs.	3.89
ESSENTIAL ELEMENT 9: Efficiency - Comprehensive & Effective Planning		Element 9 Average:
<p>*The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. *The school leader uses data to initiate and continue improvement in school and classroom practices and student achievement.</p>		3.90
9.1	A collaborative process is used that engages the entire school community.	3.89
9.2	The planning process involves collecting, managing, and analyzing data.	3.89
9.3	Data is used for school improvement planning.	3.89
9.4	Plans reflect research-based expectations for learning.	3.89
9.5	The school/district analyzes student learning needs.	3.89
9.6	Desired learning results are defined.	3.89
9.7	Data is used to determine strengths and limitations.	3.94
9.8	School goals are defined.	3.94
9.9	School improvement action steps are aligned with goals and objectives.	3.89
9.10	The plan identifies resources, timelines, and personnel responsibility.	3.89
9.11	A process is established to effectively evaluate plan.	3.89
9.12	The plan is aligned with mission, beliefs, school profile, and desired results.	3.89
9.13	The plan is implemented as developed.	3.89
9.14	Evaluate the degree of student learning set by the plan.	3.89
9.15	Evaluate degree of student performance specified in the plan.	3.89
9.16	There is evidence to sustain the commitment to continuous improvement.	3.89