

Archdiocesan Review Team Summary Response
(completed at the end of the visit and sent to the Archdiocese within 3 weeks)

Name of School: Ascension

Name of Principal: Terry Mullaney

Date of Visit: February 12, 2020

ART Committee Members: Sarah Peace

Debbie McMurray

Ashley Titus

Summarize the school's efforts in meeting the Improvement Priorities by listing:

1. the Improvement Priorities,
2. the actions, supported by evidence, that the school has taken to complete the Improvement Priorities, and
3. a determination that the school has/has not made adequate progress in completing the Improvement Priorities.

Following Ascension's full-day ART visit in November of 2017, the review team identified two improvement priorities:

1. Provide training for professional and support staff on the evaluation, interpretation, and use of a wide variety of data to improve student understanding.
2. The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

In addressing the first improvement priority, the leadership team has been extraordinarily purposeful in acquiring training for the new Archdiocesan-wide assessment. In addition to training provided by the Archdiocese, Ascension also sought out training by NWEA at Ascension. This experience allowed every teacher to receive the same information. Additionally, participants had the opportunity to ask questions specific to their content area and/or grade level. It is clear that this additional professional development was effective in allowing teachers to use data to inform instruction, as evidenced in teacher interviews.

In addition to formative and summative assessment data that is analyzed in regular PLC meetings via SMART goals, teachers also create individualized SMART goals for additional accountability in modification of classroom instruction. For example, in first grade, the individual SMART goal was posted in the classroom and noted students who exceed grade level, meet grade level, and fall below grade level. Data was gathered during instruction, in real time, to allow for differentiation and content mastery. (see ELEOT table below).

The PLC meeting schedule revealed regular and consistent use of the evaluation, interpretation, and use of data to improve student understanding. Since the initial visit, the school obtained a Blue Ribbon as a result of their excellent achievement. It can be concluded that the intentional work of the PLCs contributed to this incredible accomplishment.

ELEOT COMPARISON DATA

| ELEOT Environment | November 2017 | March 2019 | February 2020 |
|---|----------------------|-------------------|----------------------|
| Equitable Learning | 2.8 | 2.6 | 2.9 |
| High Expectations | 3.0 | 3.3 | 3.6 |
| Supportive Learning | 3.2 | 3.5 | 3.8 |
| Active Learning | 3.1 | 3.3 | 3.6 |
| Progress Monitoring and Feedback | 2.8 | 2.9 | 3.3 |
| Well-Managed Learning | 3.4 | 3.4 | 3.6 |
| Digital Learning | 2.9 | 2.7 | 2.6 |

In regards to the second improvement priority involving a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success, the school has continued to discuss a school mission which represents both the dynamic nature of the project-based curriculum at Ascension along with its Catholic identity. A task of this kind is no small feat and as observed in School Board interviews, this improvement priority continues to remain a challenge. In addition to the complicated nature of developing a mission statement/school purpose, the school has also experienced a change in clerical leadership since the original full-day ART visit. Both the principal, priest, and school board recognized the need to establish a school-wide mission. Initial discussions have concerned the relationship between the overarching parish-wide mission statement and the mission statement specific to the school’s purpose. Each stakeholder group confirmed the school’s goal to finalize and communicate a school-specific mission statement by the start of the 2020-2021 school year.

What would you consider to be the challenges/next steps for the school?

In terms of next steps in regards to the first improvement priority, interviews with Ascension’s teachers expressed an interest in involving students in creating their own mastery goals. The ART team noted the depth of the school’s work. Being in a position to focus next steps on student voice and metacognition is a reflection of their tireless, innovative, and data-driven work.

For the second improvement priority, the recommended next steps are centered around creating a focused plan to reach consensus on a school-specific mission statement. Because stakeholders expressed a desire to unveil the new student mission statement in Fall of 2020, the school board will need to be very intentional in creating a timeline to meet their goal. The stakeholders can immediately begin with reaching consensus on the relationship between a parish-wide mission statement and a student-specific mission statement.

Archdiocesan Review Team Recommendation:

 X Adequate progress.

Next ART follow-up visit to be conducted _____.

_____ Additional information needed. Next ART visit to be held:

_____ (date)