Accreditation Report

Lake Virtual School

Lake County School District

Mr. Michael Elchenko, Principal
201 W Burleigh Blvd
Tavares, FL 32778-2407

TABLE OF CONTENTS

Executive Summary

Self Assessment

Assurances Report

Student Performance Diagnostic

Stakeholder Feedback Diagnostic

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Lake County Virtual School has grown from 27 students last school year to over 170 students this year. We grew by 70 students (55%) just in term 2 of the 2012-2013 school year. A principal was named in November to help develop the school that was being overseen by a program specialist. A data entry position was also added in December. The rapid growth and use of only adjunct teachers has created some dilemmas that must be overcome. There are currently 27 adjunct teachers. The offices of Lake County Virtual School are currently housed in the County Office in Tavares.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Lake County Virtual School is to provide a high quality, technology based education to students opting to receive a virtual school education. Enrollment in Lake County Virtual School can be both full time or part time.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The areas of achievement for Lake County Virtual School are that it has managed to provide virtual option choices to those who have opted for them, communicated and informed through TV, pamphlets and newspaper articles information about virtual education and the benefits of Lake County Virtual school. The school enrollment has increased from 27 students to over 180 in just one years's time.

The areas on improvement we are striving to achieve include hiring full time LAke County Virtual School teachers. This will allow for better student-teacher-paent communication. Full time techers will aslo allow Lake Virtual ot offer face to face type tutoring sessions at various locations throughout the L:ake County. Lake County Virtual School is expanding into the elementary realm and we hope to inform Home School parents and students of the benfits of receiving a diploma through Lake County Virtual School.

We also recognize that improving stakeholder communication is vital for success. A School Advisory Council will be be implemented and all students will have to attend an orientation meeting prior to enrolling.

Rapid expansion of enrollment is anticipated and the quest to provide the educational platform that will lead to the greatest student achievement is being conducted through meetigs with various vendors,

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The goal of Lake County Virtual School is to provide a techology based instruction that will allow for the greatest student achievement and success. We plan to address individual student needs through effective communication with students, parents, and administration.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Purpose statements - past and present •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•The school's statement of purpose •Communication logs between administration, teachers, parents and students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•The school data profile •Communication plan and artifacts that show two-way communication to staff and stakeholders •Communication log	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our efforts to review, revise and communicate school pupose is evidenced in recent information providing sessions inclusive of a TV report, TV interview, pamphlet and meetings with District Schools and Guidance. Logged communication with parents and students regarding the school is apparent in our newly required Orientation meetings. When discussing Lake County Virtual School with parents and students we indicate the requirements and goal of providing an excellent educational experience as well as requirements for student success such as organization and time management. Teacher training regarding dealing with students and parents in the Virtual worlds is evidenced in FLVS required trainings. Leadership remains committed to communicating to students , parents and teachers the ingredients for success as exemplified in FLVS communication logs.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Historical compliance data •Governing body training plan •Governing code of ethics •Communications about program regulations •Findings of internal and external reviews of compliance with laws, regulations, and policies	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions in support of the school's continuous improvement plan •Examples of decisions aligned with the school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Communication plan •Agendas of meetings	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Representative supervision and evaluation reports •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Leadership and staff foster a culture consistent with the purpose of virtual school. Lake County Virtual School is only in its' second year. Teachers and Leadership are enthused about the ability to provide an alternative education platform. The evaluation process of teachers and students through online progress monitoring of course completion, assignments and communication between teacher and student is improving the delivery of virtual instruction.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	•Learning expectations for different courses •Lesson plans •Posted learning objectives •Course descriptions •Descriptions of instructional techniques	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Lesson plans aligned to the curriculum •Curriculum guides •Products – scope and sequence, curriculum maps	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Student work demonstrating the application of knowledge •Examples of student use of technology as a learning tool	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Common language, protocols and reporting tools •Peer coaching guidelines and procedures	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Records of meetings and walk thrus/feedback sessions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Calendar outlining when and how families are provided information on child's progress •FLVS training for course implentation	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Master schedule with time for formal adult advocate structure •List of students matched to adult advocate	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Policies, processes, and procedures on grading and reporting •Samples communications to stakeholders about grading and reporting •Evaluation process for grading and reporting practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Evaluation tools for professional learning •Crosswalk between professional learning and school purpose and direction •FLVS Training. Teachers are directed to updates in training as needed.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Training and professional learning related to research on unique characteristics of learning •Use of different vendors to meet the needs of students. Selection of vendors.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The Lake County Virtual School Curriculum is challenging and accredited through Florida Virtual School. Teachers implement the strategies provided them through in-service training from Florida Virtual and the Lake County Program Specialist as well as monitoring by administration. Mentoring and assisting students is a major component of effective online teaching. The grading is rubric based and special services are provided to students when a need arisies. Technology is provided based upon need and request. Monthly phone calls by each teacher to parents is required and informational emails and calls are made by administation and the support staff continue to improve services.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Assessments of staffing needs •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•School schedule •Examples of efforts of school leaders to secure necessary material and fiscal resources •noted meeting with vendors. Attendance at Virtual School Conference	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff •Use of Internet to retrieve information.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	•Policies relative to technology use	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Agreements with school community agencies for student-family support •List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Weekly meetings with counselor and Program Specialist to assure student needs are being met. Administration completes reviews of student progress and teacher communication efforts.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The quick growth of Lake County Virtual School makes it difficult to maintain the appropriate staff to meet the needs. A school principal was

added in November and a data clerk was added in December to assist the program specialist who was operating the virtual school. We are using the media via TV, newpaper articles, pamphlets and even a 1/2 hour interview on a local TV program to provide information.   It is challenging to meet emotional and social needs of students in a virtual world, but the teacher-student contact often results in discovering needs of students. We are working on improving the guidance and career planning aspect of our virtual school.

Virtual School will be hiring full time teachers that can allocate all of their time to Lake County Virtual School students next year. A review of expenditures and needs of a virtual school are being preseneted and evaluated.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evidence that assessments are reliable and bias free •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Documentation or description of evaluation tools/protocols	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Need for improvement noted. Plans to implement LBA's next year.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Training materials specific to the evaluation, interpretation, and use of data •Policies specific to data training •Documentation of attendance and training related to data use •.	Level 2

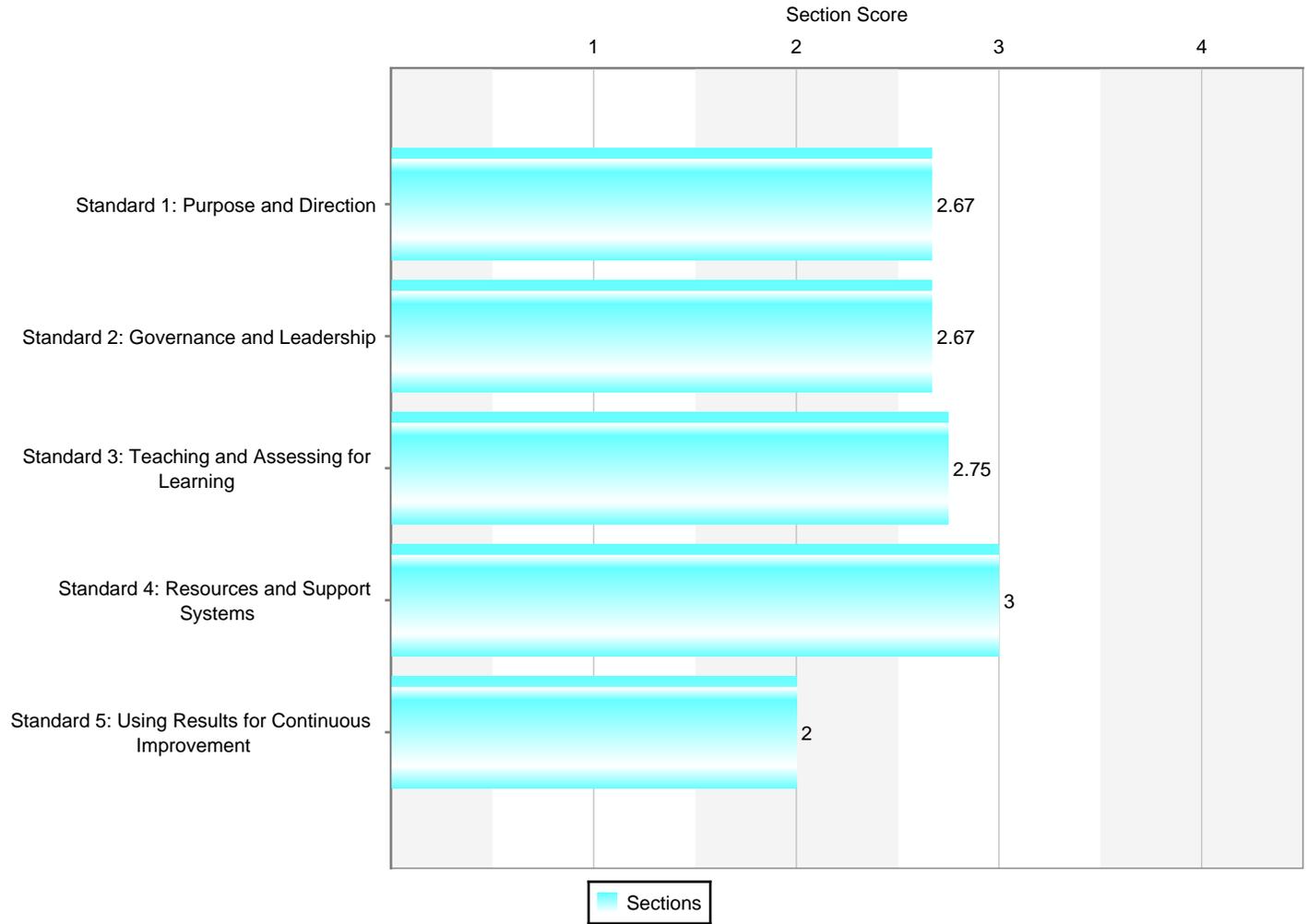| Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Evidence of student readiness for the next level •Evidence of student success at the next level	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Student Orientation agenda	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The collection of, analysis of and application of student data as it relates to Lake County Virtual School students is a work in progress. Attending the Virtual School Conference in December enabled us to get information from other counties. The logistics of having virtual school students take data gathering tests beyond FCAT and EOC's is being examined. Currently they report to their zoned school to take FCAT, EOC, PERT and AP exams. Discussions with the Information Technology Department and student services on the best means to accomplish are resolving issues. An analysis of course completion data also allows us to gauge current curriculum choices and teacher effectiveness.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 2.67

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 2

Sections

Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	Lake County Virtual School has read, understands and complies with the AdvaceED Policies and Procedures.
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	All financial activity in the district adheres to the Transparency Act, signed into law on May 27, 2009. All information and documentaton regarding financial activity is posted on the district website link: http://lake.k12,fl.us/site/Default.aspx?PageID=187
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	The School Improvement Plan for Lake County Virtual School is attached. The School Improvement Plan was submitted to the State Department of Education on November 9, 2012, and approved by the Lake County School Board on December 10, 2012. 2012-2013 LCVS SIP (2).docx
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	We are a virtual school without a brick and mortar building that houses students. We follow that district plan reagarding "Bullying" as it pertains to the online world. We are housed at the County Office and are a part of their plan.

The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: •Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction •Mission and purpose of the institution •Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership •Grade levels served by the institution •Staffing, including administrative and other non-teaching professionals personnel •Available facilities, including upkeep and maintenance •Level of funding •School day or school year •Establishment of an additional location geographically apart from the main campus •Student population that causes program or staffing modification(s) •Available programs, including fine arts, practical arts and student activities	Yes	Lake County Virtual is in its' infant stages and we are experiencing rapid growth. The change to having full time teachers and enough staff will assist in delivery of services. Receiving feedback from our customers will also be greatly improved. 2012-2013 LCVS SIP (2).docx

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	12.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	24.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

There are no areas above expected levels.

Describe the area(s) that show a positive trend in performance.

The reading scores appear to be solid.

Which area(s) indicate the overall highest performance?

Algebra 1 EOC, but that is only 1 student.

Which subgroup(s) show a trend toward increasing performance?

There are no subgroups, at this time, showing increased performance.

Between which subgroups is the achievement gap closing?

There really isnot enough data at this time to make this analysis.

Which of the above reported findings are consistent with findings from other data sources?

Students taking virtual classes may score higher in reading due to the fact higher reading scores are needed to be successful in a Florida Virtual School courses.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

FCAT writing, grade 10.

Describe the area(s) that show a negative trend in performance.

There is not enough data to show a negative trend

Which area(s) indicate the overall lowest performance?

FCAT Writing, grade 8 and grade 10

Which subgroup(s) show a trend toward decreasing performance?

There is not enough data to form a conclusion.

Between which subgroups is the achievement gap becoming greater?

There is not enough data to form a conclusion

Which of the above reported findings are consistent with findings from other data sources?

There is not enough data at this time to form a valid conclusion.

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 1: Minimum response rate was not met (parent survey: less than 20%, student survey(s): less than 40%, staff survey: less than 60%). Failure to follow the administration protocol.	•Lake County Virtual School was not included in district survey.	Level 1

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Not applicable. No documented survey on file.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

We did not receive any information from a survey. None can be noted.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

No information gathered. No survey completed.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

No survey information documented.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

No survey informaton to use for documentation.

What are the implications for these stakeholder perceptions?

No data collected.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

No data was collected.