



Preparing the Final Documentation Report

At the conclusion of a five-year NCA CASI Performance Accreditation cycle, each accredited school must prepare a documentation report. This report shows the student performance results for each student performance goal. The report is prepared for the peer review team to use in examining and verifying the successful completion of the cycle and for communicating the results of the school improvement efforts to the staff and stakeholders.

You are encouraged to review the rubric for the documentation report at <http://www.ncacasi.org/pa/pa-doc-rubric.doc>. The rubric will provide useful information and guidelines when completing your report.

The beginning of your report should contain a brief introduction. The introduction should contain two main parts:

- Introductory comments
- Capacity Assessment Instrument graph and discussion

You might consider including introductory comments such as:

- School's history with NCA CASI
- An overview of the cycle (including beginning/ending years)
- Major changes in the school or the community demographics

The discussion concerning the CAI should include:

- The faculty's current perception of the school's capacity
- Issue or concerns your faculty has with the school's capacity
- Changes that have occurred since the last CAI was administered

Following the introduction, a report for **each goal** should be written with in a format similar to this:

- A. Student Performance Goal
 1. List the goal verbatim from the school improvement plan
 2. Write a brief (one or two paragraph) description of the process the faculty used to select and write the goal

- B. Support Data used in Goal Selection (Triangulation)
 1. Data Source
 2. Data Source 2
 3. Data Source 3
 - n. Continue listing as necessary

- C. Brief discussion of the implementation of the School Improvement Plan including:
 1. The process for researching and selecting interventions for the goal.
 2. Implementation of the interventions including how this process was monitored.
 3. Changes made in the interventions during the implementation phase due to formative assessment data.

- D. List the data sources used to determine student performance growth on the goal.
1. Data Source 1
 2. Data Source 2
 3. Data Source 3
 - n.* Continue listing as necessary
- E. Provide the pretest and posttest data as well as trend data for comparison of each assessment listed in D above. The information should ensure:
1. Pretest and posttests were the same or equivalent instruments.
 2. The time (interval) between the administration of the pretest and posttest measures was adequate to allow for a true measure of change. (This usually means at least one year)
 3. The student population was equivalent (same grade levels) on both pretest and posttest instruments.
 4. The pretest and posttest assessments were administered during an equivalent time of the year.
 5. Appropriate and useful disaggregations of the data are included.
 6. Data is disaggregated and analyzed by quartile when appropriate.
- F. Provide adapted standard unit scores (ASUs) for each data source, if appropriate. The information should include:
1. Scores on the data sources have been converted to standard units.
 2. ASUs have been interpreted and used for decision making.
 3. The change in student performance (summary for all the data sources) for each of the goals is included.
- G. A commentary on student performance by the faculty should be included at the end of each goal report in a narrative report. This should include:
1. Indication of the interventions that generated the most success on the goal and the data that supports the choices.
 2. Identification of any disaggregate groups that need special attention (if appropriate).
 3. Identification of contributing factors for a negative result if the assessments indicate a verifiable change in performance that was counter to the intended outcome.
- H. Most importantly, there should be a conclusion that includes some discussion of :
1. The relative degree to which you met your goal.
 2. Whether the goal will remain active or placed on "maintenance."
 3. Curriculum or instructional strategies that are going to be changed (either institutionalized or discarded) based on the data collected during this cycle of school improvement.
 4. Final reflections on the process related to this goal.