Standard 4  Documenting and Using Results

Louisiana State University Laboratory School, teachers and administration enact a comprehensive assessment system that monitors and documents performance and uses results to improve student performance and school effectiveness. In addition to classroom assessment, teachers have access to state-mandated standardized test data disseminated by the administration to monitor and evaluate student performance. These test scores are used in decision making and in guiding continuous improvement in the school. We track student performance over long periods of time, and we know our school is effective by our consistent recognition as a 5 star school and as a ranked school in both Newsweek and US News & World Report. (4.1, 4.6, 4.7)

Student success is celebrated in a number of ways. Student achievements are announced daily as part of the morning student broadcast; student names and achievements are displayed on the Wall of Fame; students are honored at induction ceremonies; honor societies; parents and the community are notified through email, newsletters, and the local newspaper; and each year culminates with a recognition awards ceremony. (4.5a)

The school has recently installed PowerSchool as the system for storing student data. In addition to PowerSchool, data is collected and stored in other locations, including state data bases, cumulative folders, and teacher offices. Data is available to all users through state reporting documents, ACT/SAT testing results, and individual student cumulative folders available in the school vault. Access to student data is authorized as outlined in the Faculty Handbook; faculty members are limited in the data they may change. (4.2, 4.8, 4.5b)

Data is used to align and modify curricula and to make decisions regarding student placement. These are made by grade, team, and/or department level as deemed appropriate. We collaborate monthly across disciplines and schools (elementary, middle, and high) during K-12 faculty meetings. Also, collaborative time is built into each school’s schedule to allow for horizontal curriculum articulation, professional discussions, and grade level or team planning. Staff, teachers, and administrators continually reflect on their performance and consider strategies which facilitate improvement. (4.3, 4.4)