



# SELF STUDY

COLEGIO BOLIVAR

# 2 0 0 7

Colegio Bolivar

Cali, Colombia

SACS CASI Guided Self Study

Standard Five Committee Report

Assessment & Evaluation

Preprimary

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## STANDARD 5: ASSESSMENT & EVALUATION – HIGH SCHOOL

The school uses a comprehensive assessment system to monitor and evaluate student learning and to improve curriculum and instruction.

### INDICATOR 5.1: EMPLOYS KEY INDICATORS AND PERFORMANCE EXPECTATIONS FOR STUDENT LEARNING

#### ASSESSMENT DATA

- Study Programs
- Survey to teachers
- Syllabus
- Unit Plan
- Class Objectives
- Class Description
- Types of Assessment
- Coordinadores de Departamento, Profesores y Principal.
- Carpeta Encuesta Evaluación Profesores de High School en Publico\$ on Meridian
- Teacher's electronic folders
- Teacher's electronic folders
- Teacher's electronic folders
- Teacher's electronic folders
- Teacher's electronic folders

#### ARTIFACT DATA

- Reporte de calificaciones
- Programas de estudio
- Encuesta profesores
- Secretaría de High School
- Coordinadores de Departamento, Profesores y Principal.
- Carpeta Encuesta Evaluación Profesores de High School en Publico\$ on Meridian

#### INFORMATION

La denominación indicadores de logros es comprendida por algunos profesores como actos evaluativos para observar el nivel de aprendizaje de sus estudiantes. Los programas de estudio que elaboran los profesores son entregados en las primeras clases a los estudiantes y a padres de familia el día de Open House. Se puede apreciar una gran variedad de formas de evaluación que indicarían las distintas expectativas de desempeño creadas por los profesores; aunque algunos actos evaluativos son comunes al conjunto de profesores, en algunas asignaturas y niveles se aplican otros más específicos para observar el aprendizaje de los estudiantes. Los Unit Plan son documentos que permiten observar los avances o dificultades en la aplicación de los programas de estudio al finalizar cada unidad de trabajo.

## DOCUMENTED EVIDENCE FOR THIS INDICATOR

De acuerdo a la investigación realizada del estándar y de sus respectivos indicadores, ubicamos el estándar 5.1 en un nivel 3 Operacional, lo que significa que el proceso de mejoramiento es casi evidente. Igualmente existe una conciencia y compromiso general entre las distintas personas de la sección de High School involucradas en el estándar de evaluación acerca del proceso de mejoramiento y de su importancia.

## INDICATOR 5.2: COLLECTS AND DISAGGREGATES DATA CONTINUOUSLY TO MONITOR AND EVALUATE STUDENT LEARNING;

### ASSESSMENT DATA

- IOWA Test
- PLAN
- PSAT
- SAT
- Examen ICFES
- Pruebas censales: Saber
- Pruebas semestrales
- Actos evaluativos de docentes (Encuesta):
  - Portafolio de estudiantes
  - Evaluaciones orales
  - Evaluaciones escritas
  - Exposiciones
  - Dramatizaciones
  - Cine foros
  - Revisión de actividades en cuadernos de trabajo
  - Informes de laboratorio
  - Discusiones en clase
  - Elaboración de ensayos
  - Folder electronicos
- Pre-universitaria Counseling
- Pre-universitaria Counseling
- Pre-universitaria Counseling
- Pre-universitaria Counseling
- Pre-universitaria Counseling
- Pre-universitaria Counseling
- Pre-universitaria Counseling
- Principialía y profesores
- Profesores
- Profesores
- Profesores
- Profesores
- Profesores
- Profesores
- Profesores
- Profesores
- Profesores
- Profesores
- Profesores
- Profesores

### ARTIFACT DATA

- Resultados de las distintas pruebas
- Datos de ex alumnos de sus desempeños en Universidades.
- Carpeta Publica de profesores de High School con archivos relacionados a su sistema de evaluación
- Consejería Preuniversitaria
- Consejería Preuniversitaria
- Carpeta Publica de High School

## INFORMATION

Los resultados de distintas pruebas son compartidos con el conjunto de maestros en espacios como reuniones de facultad y padres de familia. Los distintos actos evaluativos llevados a cabo por los profesores y sus resultados son dados a conocer a los estudiantes para realizar con ellos retroalimentación. Las dos evaluaciones semestrales que se aplican a la sección de High School son de las asignaturas básicas, éstas se llevan a cabo en el coliseo. El alcance de los objetivos planeados para cada periodo académico es dado a conocer a los estudiantes y padres de familia a través de un reporte de calificaciones, los casos de pérdida de más de dos asignaturas son tratados en reuniones con padres, consejero y decano para elaborar planes de trabajo que permitan la superación de las dificultades que el estudiante viene presentando.

## DOCUMENTED EVIDENCE FOR THIS INDICATOR

De acuerdo a la investigación realizada del estándar y de sus respectivos indicadores, ubicamos el estándar 5.2 en un **nivel 3 Operacional**, lo que significa que el proceso de mejoramiento es casi evidente. Igualmente existe una conciencia y compromiso general entre las distintas personas de la sección de High School involucradas en el estándar de evaluación acerca del proceso de mejoramiento y de su importancia.

### INDICATOR 5.3: MAINTAINS A CURRENT, COMPREHENSIVE PROFILE OF STUDENT PERFORMANCE DATA, COMMUNITY CHARACTERISTICS, SCHOOL CHARACTERISTICS, AND STAKEHOLDER PERCEPTIONS OF THE SCHOOL

## ASSESSMENT DATA

- Horarios de alumnos
- Actas reuniones estudiantiles
- Encuestas sobre misión del colegio  
Comité misión
- Reconocimientos escolares
- Bases de datos
- Constancias reuniones con padres
- Oficina de High School
- Profesora Nelly Guerra (student council )  
(integrantes abajo en info.)
- Transcripts
- Oficina de Desarrollo y Bienestar Comunitario
- Consejero Carlos A. Jiménez

## ARTIFACT DATA

- Diagramas de barras
- Análisis de las encuestas sobre misión
- Evidencias tangibles
- Principal de High School
- Comité sobre la misión
- En todos los sitios que el encabezado  
Sources of Data from CB

## INFORMATION

El colegio mantiene actualizados los horarios que cada estudiante tiene, son un recurso cotidiano para saber en donde se encuentra cada estudiante en su día de clases. Las actas de reuniones estudiantiles (consejo estudiantil) son archivadas por el

profesor que sirve de guía en las reuniones: Nelly Guerra. Las encuestas sobre la misión es un material hecho y analizado por un comité conformado por el principal de primaria David Fayad, Coordinadora Curricular Ana Maria Duque, Consejero estudiantil Carlos Augusto Jiménez y los profesores Fernando Poso, Dianne Potdevin y Maria Alejandra Lourido. El colegio realiza unos reconocimientos a la excelencia y el esfuerzo, la recuperación de los estudiantes durante el transcurso de sus clases y lo registra en cada uno de los transcripts respectivos. En una base de datos a la cual la oficina de Desarrollo y bienestar comunitario tiene acceso se mantienen datos actualizados del estudiante. Las constancias de reuniones con padres en la oficina de conserjería son datos importantes de los trabajos que desde conserjería el consejero realiza con las familias Diagramas de barras son elaborados por el principal de High School quien los usa para mantener a los profesores enterados de los perfiles y desarrollos de sus clases. Finalmente como muestras tangibles están toda una serie de documentos asentados en los sitios que arriba se anotan los cuales sirven de maneras diferentes a tener datos actualizados y detallados del desempeño de los estudiantes dentro de la comunidad, como también opiniones (servicios solicitados, inquietudes entre otros) de los padres de familia del colegio.

#### DOCUMENTED EVIDENCE FOR THIS INDICATOR

De acuerdo a la investigación realizada del estándar y de sus respectivos indicadores, ubicamos el estándar 5.3 en un nivel 3 Operacional, lo que significa que el proceso de mejoramiento es casi evidente. Igualmente existe una conciencia y compromiso general entre las distintas personas de la sección de High School involucradas en el estándar de evaluación acerca del proceso de mejoramiento y de su importancia.

#### INDICATOR 5.4: USES DATA IN MAKING DECISIONS FOR CONTINUOUS IMPROVEMENT

##### ASSESSMENT DATA

- |  |  |
|--|--|
| • Evaluación de principal a profesores | Principal de High School   |
| • Función de profesores                | Contrato de trabajo de cada profesor   |
| • Encuesta de profesores               | <a href="http://www.colegiobolivar.edu.co/sacs2007">www.colegiobolivar.edu.co/sacs2007</a> |
| • Freshman Academy                     | Oficina de Carlos A. Jiménez   |
| • Peer Coaching                        | Jefes de departamento  |
| • Pruebas estandarizadas               | Cindy Clark, Pascuala Lloreda  |
| • Reportes                             | Oficina de High School ( reportes)   |

##### ARTIFACT DATA

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| • Horarios clases                    | Binder de cada profesor             |
| • Actas de reuniones, nivel, Dpto.,  | Principal de High School            |
| • Notas                              | Calificaciones Cada profesor        |
| • (registros de evaluación )         | Oficina de High School ( reportes ) |
| • Formatos de evaluación             | Principal de High School            |
| • Análisis de pruebas estandarizadas | Cindy Clark, Pascuala Lloreda       |

## INFORMATION

El Principal de High School utiliza la evaluación que hace a los profesores para el mejorar día a día. Cada profesor en su contrato de trabajo conoce sus funciones de trabajo donde esta estipulado las cumpla. Por medio de la encuesta a profesores, el profesor toma nota de aspectos concernientes a su desempeño. En el programa de freshman Academy está generando datos que aun no estan analizados pero que seguro contribuirán al mejoramiento continuo. El programa Peer Coaching permite a los profesores involucrados reflexionar y tomar decisiones para mejorar. Las pruebas estandarizadas permiten desde su análisis tomar decisiones en pro del colegio. Los reportes son claves en la toma de decisiones, permiten hacer perfiles y estadísticas para generar mejoras desde las estrategias de enseñanza.

El colegio provee a cada profesor al comienzo de año sus horarios de clase, así puede organizar su tiempo y empeño de los estudiantes de acuerdo a las clases y su tiempo disponible. Las actas de reuniones, de nivel, de Dpto, de comité le permiten al principal tener datos, información para el mejoramiento continuo. Las notas son un importante material que cada profesor tiene, de él extrae, datos de el aprendizaje de sus alumnos, que le sirven para tomar decisiones en cuanto a un mejoramiento permanente. Los formatos de evaluación son formatos que contienen datos ( en tanto buscan explicitar determinadas características que son relevantes como evaluación) se toman como indicadores, asuntos pertinentes para un mejoramiento. Finalmente las pruebas estandarizadas arrojan datos importantes a la hora de tomar decisiones para mejorar en un colegio como el colegio Bolívar.

## DOCUMENTED EVIDENCE FOR THIS INDICATOR

De acuerdo a la investigación realizada del estándar y de sus respectivos indicadores, ubicamos el estándar 5.4 en un nivel 3 Operacional, lo que significa que el proceso de mejoramiento es casi evidente. Igualmente existe una conciencia y compromiso general entre las distintas personas de la sección de High School involucradas en el estándar de evaluación acerca del proceso de mejoramiento y de su importancia.

## INDICADOR 5.5: CONDUCTS A PERIODIC ANALYSIS OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS AND USES THE RESULTS TO IMPROVE STUDENT LEARNING

### ASSESSMENT DATA:

- Parent conferences (based on student's academic performance, attitude and behavior)
- Counseling intervention assessments
- Teacher formal and informal assessment
- Students report cards
- Student services assessments of student learning performance
- Professional development
- Curriculum assessment

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#### ARTIFACT DATA

- Teacher / counselor meetings
- Professional development meetings - CB planner
- Students services meetings - Students Services records
- Curriculum

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#### INFORMATION:

The instructional and organizational effectiveness on Colegio Bolívar is constantly analyzed. Three way conferences involve parents, teachers and students. They meet to discuss the students' progress and any concerns parents or teachers may have. Different parts of the education community conduct observations to provide written and verbal feedback to a given teacher to assist with the professional development of each staff member. Unit plans need to be approved by the administration, allowing the administration to be informed as to how learning will occur within each classroom.

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#### DOCUMENTED EVIDENCE FOR THIS INDICATOR

De acuerdo a la investigación realizada del estándar y de sus respectivos indicadores, ubicamos el estándar 5.5 en un **nivel 3 Operacional**, lo que significa que el proceso de mejoramiento es casi evidente. Igualmente existe una conciencia y compromiso general entre las distintas personas de la sección de High School involucradas en el estándar de evaluación acerca del proceso de mejoramiento y de su importancia.

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#### INDICATOR 5.6: COMMUNICATES ASSESSMENT RESULTS IN A TIMELY MANNER TO ALL STAKEHOLDERS

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#### ASSESSMENT DATA

- Student evaluations-tests, quizzes, projects, assignments
- Updates and conferences with counsellors (Psychologist) (Recorded computer files)
- Report Cards - Binder
- Progress Reports - Counselling Offices

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#### ARTIFACT DATA

- Subject evaluations-tests, quizzes, projects, assignments, etc. (Recorded individually by each teacher)
- Report Cards/Mid –term Reports (Programmer computer files, Summaries are in students paper files in the office)
- Rehabilitation and Recuperation records (Summaries are in students paper files in office)
- Teacher performance evaluations
- Newsletters (Community Affairs)
- Parent Conferences (Individual and Group) - Office
- Student Agendas - Binder

- Teacher/Parent email communications - Binder
- Tribuna (newspaper) - Binder
- Newsletters - Binder
- Bolivar News - Binder
- Three-Way Conferences - CB Planner
- Consejo de padres - Binder

## INFORMATION

Communication to stakeholders about assessment from Section is done in a variety of forms and often during the school year. Report cards and Three-Way Conferences are scheduled three times a year at the end of each trimester and portfolios are shared with parents at this time. Progress Reports are shared with parents at this time. Progress Reports are given to parents at least once a year unless the child is academically at risk and then they may receive up to three reports. Other information from the school to parents such as newsletters from the administration, school newspapers and the school magazine are sent out periodically (once every trimester) or when needed.

## DOCUMENTED EVIDENCE FOR THIS INDICATOR

De acuerdo a la investigación realizada del estándar y de sus respectivos indicadores, ubicamos el estándar 5.6 en un **nivel 3 Operacional**, lo que significa que el proceso de mejoramiento es casi evidente. Igualmente existe una conciencia y compromiso general entre las distintas personas de la sección de High School involucradas en el estándar de evaluación acerca del proceso de mejoramiento y de su importancia.

INDICATOR 5.7: IDENTIFIES IN ITS IMPROVEMENT PLANS MEASURABLE PERFORMANCE STANDARDS THAT TAKE INTO ACCOUNT STUDENT LEARNING NEEDS, STUDENT PERFORMANCE REQUIREMENTS, AND THE GOALS OF THE CURRICULUM

## ASSESSMENT DATA

- Revisión curricular año 2002.
- Autoestudio SACAS desde 1967
- Proceso acreditación ISSO 9001
- Revisión curricular 2006 -
- Oficina rectoría
- Oficina rectoría.
- En construcción
- En construcción

## ARTIFACT DATA

- Documentos de autoestudio
- Carpeta red curricular
- Red – archivo – currículo
- Oficina rectoría
- En proceso de construcción
- Coordinación curricular

## INFORMATION

Los planes de mejoramiento del Colegio Bolívar en el pasado han dado respuesta a las recomendaciones del autoestudio (SACS). En el presente está en proceso de análisis el currículo, los procesos y procedimientos (ISSO 9001) y la acreditación SACS para determinar los planes de mejoramiento.

## DOCUMENTED EVIDENCE FOR THIS INDICATOR

De acuerdo a la investigación realizada del estándar y de sus respectivos indicadores, ubicamos el estándar 5.7 en un nivel 3 Operacional, lo que significa que el proceso de mejoramiento es casi evidente. Igualmente existe una conciencia y compromiso general entre las distintas personas de la sección de High School involucradas en el estándar de evaluación acerca del proceso de mejoramiento y de su importancia.

## STANDARD 5: ASSESSMENT & EVALUATION – MIDDLE SCHOOL

The school uses a comprehensive assessment system to monitor and evaluate student learning and to improve curriculum and instruction.

## DOCUMENTED EVIDENCE FOR THE STANDARD

The Standard is clearly being met. All the Indicators for this Standard are clearly supported with the evidence listed below. There is one area where additional data or work needs to be done regarding a School Improvement Plan.

## INDICATOR 5.1: THE SCHOOL EMPLOYS KEY INDICATORS AND PERFORMANCE EXPECTATIONS FOR STUDENT LEARNING

## ARTIFACT DATA

- Teacher Unit Plans (Grades 6, 7, & 8) [Middle school- Carpeta Publica]
- Individual Class Objectives (Grades 6, 7, & 8) [Middle school- Carpeta Publica/Semester Objectives]
- Mid-Semester Auto Evaluations with Rubric [Student Report Card File/Midsemester: MS Office]
- Mission Statement [All Classrooms, Manuel de Convivencia]
- Life Skills [All Middle School classrooms]

## INFORMATION

Teachers submit unit plans prior to the start of a unit onto the system files for total access to the material. Class objectives accompany these units and they are distributed to the parents at the start of the academic year. Mid-semester evaluations are completed based upon grade-specific rubrics and they are included on the progress reports for the parents to view. The

mission statement is visible in all classrooms. Additionally, the application of Life Skills is consistent throughout the Middle School and the themes of this work are visible in all classrooms.

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#### DOCUMENTED EVIDENCE FOR THIS INDICATOR

The Standard is clearly being met. The consistency in the information found in the data suggests that this indicator is fully addressed in the Middle School of Colegio Bolívar.

#### INDICATOR 5.2: THE SCHOOL COLLECTS AND DISAGGREGATES DATA CONTINUOUSLY TO MONITOR AND EVALUATE STUDENT LEARNING

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#### ASSESSMENT DATA

- Bimonthly staff meetings [Meeting Agenda/Notes from MS principal]
- Bimonthly grade team meetings [Grade team notes/meeting minutes]
- Bimonthly grade team meetings with MS counselor [Grade team notes/ Counselor meeting minutes]
- Parent conferences (based on students' academic performance, attitude and behavior) [See letter announcing the dates (vary year to year)]
- Surveys (Parent, Teacher, Student) [[www.colegiobolivar.edu.co/sacs2007](http://www.colegiobolivar.edu.co/sacs2007)]

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#### ARTIFACT DATA

- Report Cards (Grades 6, 7, & 8) [MS office records]
- Grade Curves for teachers and Grade level (twice a year) [Individual teacher files/ MS principal files]
- Individual teacher portfolios, electronic gradebook [Participating teachers]
- Office records of Iowa Tests (Grade 8) [MS office files]

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#### INFORMATION

Middle School staff meetings occur twice a month, as well as grade team meetings. Additionally, grade teams also meet with the MS psychologists to update progress with individual student concerns. Parent conferences are held once per semester, but additional meetings are scheduled for special circumstances to share important information. Surveys are conducted to gain feedback on these processes and the level of complacency.

Report cards are sent to the parents' quarterly. Grade curves are distributed after each marking period by the principal to promote individual reflection. Portfolios and electronic grade books are widely used to collect and assess student's performance. Additionally, the Iowa test is administered and the data is correlated for teacher and student reflection.

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#### DOCUMENTED EVIDENCE FOR THIS INDICATOR

The Standard is clearly being met. The consistency in the information found in the data suggests that this indicator is fully addressed in the Middle School of Colegio Bolívar.

INDICATOR 5.3: MAINTAINS A CURRENT, COMPREHENSIVE PROFILE OF STUDENT PERFORMANCE DATA, COMMUNITY CHARACTERISTICS, SCHOOL CHARACTERISTICS AND STAKEHOLDER PERCEPTIONS OF THE SCHOOL

ASSESSMENT DATA

- Library surveys, conducted yearly [Library - Office – Tom Rompf]
- School profile records [BondHolder’s Report, Long Range Plans, Chapter IX, 2006 Report, Library/Rectorly]
- IOWA Testing [Middle School Office – Principal’s office]
- School information records [Middle School Office – Principal’s office]
- Human Resources [Department of Community Affairs]
- Surveys (Parent, Teacher, Student) [www.colegiobolivar.edu.co/sacs2007]

ARTIFACT DATA

- CB Web-site [www.colegiobolivar.com]
- CB Magazine [Department of Community Affairs]

INFORMATION

Each year, IOWA testing is scheduled for all grade eight students during the month of October. The results are shared with the staff and students in December. If necessary, programming and curriculum is adjusted and modified, factoring in the needs and characteristics of the class. Furthermore, each year, the library conducts library surveys.

The library makes every possible attempt to meet the interests, needs and demands of the ever-changing Colegio Bolívar Community. For example, the librarians are sent every year, in April to Bogotá, to an annual book conference in order to help meet these needs and book orders are placed every year in December. Finally, each year, records are updated regarding the school characteristics with respect to the percentage of import teachers hired.

DOCUMENTED EVIDENCE FOR THIS INDICATOR

The Standard is being met. The consistency in the information found in the data suggests that this indicator is almost fully addressed in the Middle School of Colegio Bolívar.

INDICATOR 5.4: USES DATA IN MAKING DECISIONS FOR CONTINUOUS IMPROVEMENT

ASSESSMENT DATA

- Iowa testing in grade 8, given annually in October [Middle School Office]
- Student Auto Evaluations, given twice annually at mid-semester [Middle School Office]

**Standard Five**  
**Assessment & Evaluation**



- Teacher peer evaluations, comprised of two visits per semester [Department Heads files]
- Administrative observation and interviews [Middle School Office/ Teacher personal records/Department Head records]
- Curriculum Coordinator observations [Ana Ma. Duque records]
- Surveys (Parent, Teacher, Student) [www.colegiobolivar.edu.co/sacs2007]

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**ARTIFACT DATA**

- Grade curves separated by grade level and subject, presented and discussed twice annually at faculty meetings [Middle School Office/ Teacher personal records]
- Student Reflection forms given for both behavior and academics, given on an as needed basis [Middle School Office-Data compiled by Rob Sims]
- Student Report Cards given at semester and mid-semester [Middle School Office- Rob Sims]

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**INFORMATION**

Bi- annually, administrative observations, curriculum coordinator observations and teacher peer observations are conducted. Different parts of the education community conduct observations to provide written and verbal feedback to a given teacher to assist with the professional development of each staff member.

Report cards are sent quarterly to parents to inform parents of their child's success, as well as the use of behavior and academic reflection forms to include parents in the management and academic development of their child. Student auto evaluations and grade curves provide the teacher with information as to how successful students are, allowing a teacher to modify their program to further the learning of all students.

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**DOCUMENTED EVIDENCE FOR THIS INDICATOR**

The Standard is clearly being met. The consistency in the information found in the data suggests that this indicator is fully addressed in the Middle School of Colegio Bolivar.

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**INDICATOR 5.5: CONDUCTS A PERIODIC ANALYSIS OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS AND USES THE RESULTS TO IMPROVE STUDENT LEARNING**

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**ASSESSMENT DATA**

- Parent conferences (based on students' academic performance, attitude and behavior) \*daily assessment\* [See letter announcing the dates (vary year to year)]
- Individual subject performance curves (done by principal) (Achievement Data) [Teacher/principal files]
- Teacher peer observations (2 per semester) (Observation Data) [Given to individual teacher (Department Head files)]
- Principal observations (formal and informal) [Given to individual teacher (MS Principal files)]
- Student evaluations of teacher (Perception Data) [Kept by individual teachers]
- MS Grade level meetings (scheduled bi-weekly) [See grade team leader for notes (rotational)]
- Professional Development [Tracked by Tom Rompf]
- Department Head Observations [Tom Rompf]
- Surveys (Parent, Teacher, Student) [www.colegiobolivar.edu.co/sacs2007]

#### ARTIFACT DATA

- Approved Unit Plans (By Principal or Department Head) (Materials) [Carpeta Pública on Meridian\Mschool]

#### INFORMATION

Bi- annually, administrative observations, curriculum coordinator observations and teacher peer observations are conducted. Different parts of the education community conduct observations to provide written and verbal feedback to a given teacher to assist with the professional development of each staff member. Unit plans need to be approved by the administration, allowing the administration to be informed as to how learning will occur within each classroom.

Subject curves inform each teacher as to their students' performance, allowing for program modifications. Parent-teacher conferences allow for open communication to discuss individual student performance, study habits and classroom behavior. Student-teacher evaluations allow a teacher to make changes to their program to increase student learning and to modify a program to make student learning more successful.

#### DOCUMENTED EVIDENCE FOR THIS INDICATOR

The Standard is clearly being met. The consistency in the information found in the data suggests that this indicator is fully addressed in the Middle School of Colegio Bolívar.

#### INDICATOR 5.6: COMMUNICATES ASSESSMENT RESULTS IN A TIMELY MANNER TO ALL STAKEHOLDERS

#### ASSESSMENT DATA

- Section grade curve reports [Rob's computer files, Hard copies given to teachers]
- Grade level meetings [Recorded by Adriana - computer files]
- Parent conferences (twice a year) [See announcement letter, No official records kept]
- Updates and conferences with counselors (Psychologist) [Recorded by Adriana - computer files]
- Tutor communications [individual teacher personal records]

#### ARTIFACT DATA

- Subject Evaluations – tests, quizzes, projects, assignments, etc. [Recorded individually by each teacher]
- Report Cards/ Mid-term Reports [Programmer (Mario) computer files, Summaries are in student's paper files in the office]
- Special Needs Assessments [Recorded by Adriana - computer files]
- Rehabilitation and Recuperation records [Programmer (Mario) computer files, Summaries are in student's paper files in office]
- Teacher performance evaluations [Paper files in Rob's office, Published on the network]
- Newsletters [Department of Community Affairs]

## INFORMATION

Section grade curve reports are communicated between teachers, counselors, and administration. Grade level meetings take place once a month between the teachers and the section counselor where assessment results and the special needs of certain students are discussed. Parent-student-teacher conferences are scheduled to discuss student performances and assessment results after the 1<sup>st</sup> and 3<sup>rd</sup> bimester reports are given. Conferences between parents, teachers and/or counselors are scheduled when a student is displaying poor performance in any area.

Teachers return subject evaluations to students in each classroom. Report cards are sent to parents at the end of each semester. Mid-semester reports are sent to parents following the 1<sup>st</sup> and 3<sup>rd</sup> bimester. Student files, containing recuperations and rehabilitations, as well as teacher evaluations are shared among all section teachers and administrators. Newsletters communicate school achievements and statistical reports to the entire school community.

## DOCUMENTED EVIDENCE FOR THIS INDICATOR

The Standard is clearly being met. The consistency in the information found in the data suggests that this indicator is fully addressed in the Middle School of Colegio Bolívar.

**INDICATOR 5.7: IDENTIFIES IN ITS IMPROVEMENT PLANS MEASURABLE PERFORMANCE STANDARDS THAT TAKE INTO ACCOUNT STUDENT LEARNING NEEDS, STUDENT PERFORMANCE REQUIREMENT, AND THE GOALS OF THE CURRICULUM**

## ARTIFACT DATA

- Student learning needs and student performance requirements [from the previous indicators].
- Curriculum key target areas [Consult Ana Ma. Duque]

## INFORMATION

Due to the nature of this indicator, there is little data at this time to substantially support the indicator. However, this process is now in the initial stages, such as developing student needs and requirements, as well as curriculum target areas.

## DOCUMENTED EVIDENCE FOR THIS INDICATOR

The consistency in the information found in the data suggests that this indicator is ongoing and in the process of being addressed in the Middle School of Colegio Bolívar.

## STANDARD 5: ASSESSMENT & EVALUATION – PRIMARY

The school uses a comprehensive assessment system to monitor and evaluate student learning and to improve curriculum and instruction.

## DOCUMENTED EVIDENCE FOR THE STANDARD

Most of the Indicators for the Standard fall in the Operational or Exemplary categories, with the exception of Indicator 5.7, which at this time is absent, but which is in the process of being developed.

### INDICATOR 5.1: EMPLOYS KEY INDICATORS AND PERFORMANCE EXPECTATIONS FOR STUDENT LEARNING

#### ARTIFACT DATA

- |                                    |                       |
|------------------------------------|-----------------------|
| • School Mission Statement         | CB Website            |
| • School Vision                    | Needs to be developed |
| • School Principles                | CB Website            |
| • School Goals and Objectives      | CB Website            |
| • Six Qualities of the CB Graduate | CB Website            |
| • Primary Curriculum Objectives    | Binder                |
| • Primary Grade Level Objectives   | Binder                |
| • Primary Teacher Lesson Plans     |                       |

#### INFORMATION

The Primary Section follows the school mission statement, principles, goals, and objectives that ultimately allow students to attain the six qualities expected of a CB graduate. Parents, teachers and students are aware of these and in agreement with the stated outcomes of the institution. Performance expectations are reflected in the teacher lesson plans and grade level objectives are discussed weekly at grade level meetings.

## DOCUMENTED EVIDENCE FOR THIS INDICATOR

Level 3 (Operational). A school-wide curriculum is in the process of being developed.

### INDICATOR 5.2: COLLECTS AND DISAGGREGATES DATA CONTINUOUSLY TO MONITOR AND EVALUATE STUDENT LEARNING

#### ASSESSMENT DATA

- |   |                |
|---|----------------|
| • Achievement Data                                      | Primary Office |
| • Attendance Records                                    | Primary Office |
| • Benchmark Assessment (Curriculum Objectives Mastered) | Binder         |
| • Tests   | Binder         |
| • Participation Records                                 | Binder         |

**Standard Five**  
**Assessment & Evaluation**



- Exhibits, Displays Binder
- Questionnaires Binder
- Rating Scales Binder
- Reports Binder
- Self-evaluations Binder
- Team evaluations of students Binder

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**ARTIFACT DATA**

- Anecdotal Comments Binder
- Creative Outcomes Binder
- Diaries Binder
- Essays Binder
- Sociograms Binder
- Homework Binder
- Independent Study Projects Binder
- Interactive Reflective Journals Binder
- Interviews Binder
- Learning Logs Binder
- Notebooks Binder
- Observation Lists Binder
- Photographs/Videos Binder
- Portfolios Binder
- Projects Binder
- Reflections Binder
- Student Shadowing Binder
- Teacher journals/log books Binder
- Workbooks Binder
- Written Papers Binder
- Disciplinary Records Primary Office

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**INFORMATION**

CB teachers use a wide variety of data (described above) to evaluate student learning, reflective of the emphasis on process. The Student Services team identifies and provides individualized or small group support to students with special needs. These students may have modified plans or accommodations in the classroom. High achievement students are identified for inclusion in the Optimal Match Program or in the Destination Imagination Program in fourth and fifth grades.

NES students are assessed according to their level of English and rate of progress.

Standardized testing (ITBS) is disaggregated for special needs and NES students who require special arrangements. Classroom assessments are both formal and informal, and are oriented towards creative thinking as opposed to rote learning. Outcomes are gathered in Portfolios to be shared at relevant moments during the learning process with peers, parents, or other teachers.

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DOCUMENTED EVIDENCE FOR THIS INDICATOR

Level 3 (Operational). Data is available, but it needs to be used extensively and aligned with practices.

**INDICATOR 5.3: MAINTAINS A CURRENT, COMPREHENSIVE PROFILE OF STUDENT PERFORMANCE DATA, COMMUNITY CHARACTERISTICS, SCHOOL CHARACTERISTICS, AND STAKEHOLDER PERCEPTIONS OF THE SCHOOL**

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ASSESSMENT DATA

- Standardized (ITBS) test results                      Principals' Offices, Psychometry
- Teacher assessments                                      Binder

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ARTIFACT DATA

- Student Files    Primary Office
- Parent Survey    CB Website
- Teacher Survey    CB Website
- Student Survey    CB Website
- Human Resources Records                              Human Resources
- Development Office Records                              Development Office
- Manual de Convivencia                                      Binder
- CB Website    CB Website
- CB Bulletin    Binder
- Bondholder's Report    Director's Office

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INFORMATION

The Primary Section maintains current, comprehensive data of student performance from a variety of sources: student files contain the student's grades, teacher comments, family information, teacher-parent conferences, disciplinary and attendance records since entering the school. Standardized test results are also included in the files, given to the classroom teacher, and maintained in the Principal's and Psychometrician's offices. The Counseling Offices also maintain current records of internal and external interventions, as well as reports of parent conferences. These files are confidential and are only available to pertinent and qualified personnel. The school conducts periodic parent, teacher and student surveys to determine profiles of school characteristics, as well as stakeholder perceptions of the school. They indicate a high level of satisfaction with the academic program (80-90%) and campus facilities. Virtually all parents (90%) are aware and in agreement with the Manual de Convivencia. The CB Website is constantly updated with pertinent information and the CB Bulletin highlights major events each trimester, as well as informs the community about future projects and directions to be taken. The school also reports to Bondholders yearly.

The Development Office maintains detailed records for admissions purposes, records of community characteristics, and acts as a source of outreach to the community, including the coordination of school wide-events and celebrations.  
The Human Resources Office maintains current records of all school personnel.

DOCUMENTED EVIDENCE FOR THIS INDICATOR

Level 4 (Exemplary).

INDICATOR 5.4: USES DATA IN MAKING DECISIONS FOR CONTINUOUS IMPROVEMENT

ASSESSMENT DATA

- Teacher formal and informal assessments of students conducted throughout the year Binder
- Student Report Cards given every trimester Primary Office
- ITBS testing conducted annually in October Psychometry- Principals' Offices
- Reading Level Assessments, conducted twice teachers Student Services-Classroom
- Student Services assessments Counseling Files-Student Services Files

ARTIFACT DATA

- Grade Level Meetings, conducted weekly throughout the year Primary Carpeta Pública - Binder
- Peer Appraisals Binder
- Primary Principal informal observations conducted periodically Principal's Office
- Primary Principal formal observations conducted at least twice a year Principal's Office
- Individual Teacher-Principal Interviews, conducted at the beginning and end of the year to assess each teacher's goals. Principal's Office

INFORMATION

Throughout the school year, several measures of assessment data are taken within individual classes at Colegio Bolívar. The informal assessments are conducted by the classroom teacher, and periodically by the Principal. Formal assessments are given in a variety of formats. In October, grades 3 - 5 take the ITBS exam. Teachers examine performance over time for each grade level, grade equivalent gains from grade to grade, and strengths and weaknesses on the criterion-referenced skills analysis, and their relevance to the CB educational program. Progress reports and report cards are given three times a year, and Three-Way Conferences occur twice a year. In grades 2 and 3, reading level assessments are given twice a year. Artifact data is also collected in a variety of ways. Each grade level 2nd-5th holds grade-level meetings every week to plan and unify the curriculum. Teachers have the opportunity to peer assess in several ways, one being the Peer Appraisal program in which triads of teachers receive formal feedback from each other. The Principal does two formal observations of each teacher during the year, one scheduled ahead of time, the other unadvised. The Principal then has a debriefing session with the teacher to discuss the observation.

DOCUMENTED EVIDENCE FOR THIS INDICATOR

Level 3 (Operational). Use of data is evidenced, but further use of the data is warranted in moving towards a research-based, best practices approach in the light of the CB specific academic program.

INDICATOR 5.5: CONDUCTS A PERIODIC ANALYSIS OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS AND USES THE RESULTS TO IMPROVE STUDENT LEARNING

ASSESSMENT DATA

- |   |  |
|---|--|
| • Student Progress Meetings                             | Primary Counseling, Principal's Office |
| • Student Carryover Meetings                            | Counseling Offices                     |
| • Teacher review of ITBS testing results, done annually | Binder                                 |
| • Counseling intervention assessments                   | Primary Counseling Offices             |
| • Justicia Restaurativa                                 | Primary Counseling Offices             |
| • Sex Ed programs                                       | Primary Counseling Offices             |
| • Conflict Resolution                                   | Primary Counseling Offices             |

ARTIFACT DATA

- |   |                                      |
|---|--------------------------------------|
| • Three-way conferences (twice a year)      | CB Planner/ Binder                   |
| • Grade Level Meetings (weekly)             | Primary Carpeta Pública - Binder     |
| • Biweekly staff meetings                   | Binder                               |
| • Curriculum Days                           | CB Planner/Binder                    |
| • Organizational Culture                    | Binder                               |
| • Section Principal observations            | Principal's Office                   |
| • Director observations                     | Principal-Teacher Observation Folder |
| • Peer Appraisals                           | Counseling Office                    |
| • Professional Development Meetings         | CB Planner - Binder                  |
| • Parent Nights                             | Binder                               |
| • Periodic Revision of Teacher's Planners   | Principal's Office                   |
| • Content Area Revisions (New Math Program) | Binder                               |
| • Student Services Meetings                 | Student Services Records             |

INFORMATION

Colegio Bolívar seeks to analyze its instructional and organizational effectiveness in several ways. The Primary Principal observes teachers periodically and feedback is provided after observation. Teachers themselves also appraise each other once a year in a confidential manner that allows for sincere assessment. Three way conferences involve parents, teachers and students. They meet twice a year to discuss the student's progress and any concerns parents or teachers may have. The Principal, teachers, Counselor and Student Services specialists hold Progress Meetings to discuss each student's performance at the end of every trimester. Carryover meetings of special needs students are also held amongst the above staff at the beginning of the year to share information regarding students transferring to other sections, or advise teachers about their new special needs students. Standardized testing (ITBS) results are discussed promptly with staff and offer a chance for teachers to reflect on diverse factors associated with the outcomes. Teachers are pleased that results are fairly consistent and indicative of steady increases in L2 acquisition throughout Primary, with students approaching the U.S. norm in upper elementary. Math results appear to be less susceptible to language differences, and remain comparable to the U.S. norm. Teachers also

**Standard Five**  
**Assessment & Evaluation**



review the Criterion Referenced results for overall strengths and weaknesses and reflect on their relevance to our particular school's academic situation. Organizational effectiveness is assessed at grade level meetings, staff meetings, and periodic revision of teacher planners. The new Math program was initially piloted, assessed by staff and is now being implemented across all Primary with periodic assessments of student outcomes shared by staff across grade levels. Curriculum Days and Professional Development Groups have provided all staff with opportunities for advancement in widely diverse and shared educational topics of interest and to explore recent developments in the field.

The Counseling and Student Services teams are constantly providing follow-up of students and ensuring that students' emotional and special learning needs are being met.

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**DOCUMENTED EVIDENCE FOR THIS INDICATOR**

Level 3 (Operational)

**INDICATOR 5.6: COMMUNICATES ASSESSMENT RESULTS IN A TIMELY MANNER TO ALL STAKEHOLDERS**

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**ASSESSMENT DATA**

- Student evaluations - tests, quizzes, projects, assignments      Binder
- Report Cards      Binder
- Progress Reports      Counseling Offices

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**ARTIFACT DATA**

- Parent Conferences (Individual and Group)      Primary Office
- Student Agendas      Binder
- Teacher/Parent email communications      Teacher's Files
- Tribuna (newspaper)      Binder
- Newsletters      Binder
- Bolivar News      Binder
- Three-Way Conferences      CB Planner
- Consejo de Padres      Binder

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**INFORMATION**

Communication to stakeholders about assessment in the Primary Section is done in a variety of forms and often during the school year. Report cards are given three times a year at the end of each trimester and Three-Way Conferences are also held at the end of the first and second trimesters, at which time portfolios are shared with parents. Progress Reports are given to parents at least once a year, unless the child is academically at risk, in which case they may receive up to three reports. Monthly follow-up meetings are also conducted when the student is at risk or has a modified plan. Other information from

the school to parents such as newsletters from the administration, school newspapers and the school magazine are sent out periodically (once every trimester) or when needed. The Consejo de Padres meets regularly with the Principal and Counselors to discuss pertinent matters.

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DOCUMENTED EVIDENCE FOR THIS INDICATOR

Level 4 (Exemplary)

INDICATOR 5.7: IDENTIFIES IN ITS IMPROVEMENT PLANS MEASURABLE PERFORMANCE STANDARDS THAT TAKE INTO ACCOUNT STUDENT LEARNING NEEDS, STUDENT PERFORMANCE REQUIREMENTS, AND THE GOALS OF THE CURRICULUM

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DOCUMENTED EVIDENCE FOR THIS INDICATOR

Level 1: Absent. An improvement plan has yet to be accomplished.

**STANDARD 5: ASSESSMENT & EVALUATION – PREPRIMARY**

The school uses a comprehensive assessment system to monitor and evaluate student learning and to improve curriculum and instruction

INDICATOR 5.1: THE SCHOOL EMPLOYS KEY INDICATORS AND PERFORMANCE EXPECTATIONS FOR STUDENT LEARNING

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ARTIFACT DATA

- Report Cards 2003 –2006 (Pre primary office students folders)
- Cum folders (Pre primary office students folders)
- Lesson plans (teachers classrooms)

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INFORMATION

Report cards are given to parents every three months, November, March and June; in first grade the last report card is tripartite, these conferences last for 20 minutes if there is a need to spend more time an additional conference will be set up. Each student has a cum folder in which his personal and educational information is kept and serves as a reference for teachers.

Every teacher has a lesson plan book in which they write all the activities that will take place each week.

INDICATOR 5.2: THE SCHOOL COLLECTS AND DISAGGREGATES DATA CONTINUOUSLY TO MONITOR AND EVALUATE STUDENT LEARNING

#### ARTIFACT DATA

- Student Progress Reports 2003 – 2006 (Counselor’s office)
- Pre-Primary Parent-teacher conferences (preprimary office, Students cum folder)
- Case study (Counselor and teachers)
- Report Cards (Preprimary office and students cum folder)
- Newsletters (Principals office)
- Cum Folders (preprimary office)
- Aprenda Tests (Psychometrics’ office)
- Continuum sheet ( Students cum folder)

#### INFORMATION

Internally students’ progress is discussed with counselor and principal; teacher will report students who are high academically and students who are a concern not only academically but social- emotional as well. The outcome of the student progress reports may lead to a referral for student services according to the child’s needs or for an extra challenge for high students. For the beginning of each school year we have a case study in which the old teacher provides the new teacher with relevant information from the students. Monthly, teachers send home a letter informing parents of curricular issues and general information. We follow student’s progress or needs throughout parent-teacher conferences, which are held according to the student’s individual needs and teachers criteria or parents concerns.

An Aprenda test is a standardized test for Kinder 5 and First grade students. Also at the end of the year teachers fill a continuum sheet for each student.

**INDICATOR 5.3: MAINTAINS A CURRENT COMPRESSIVE PROFILE OF STUDENT PERFORMANCE DATA, COMMUNITY CHARACTERISTICS, SCHOOL CHARACTERISTICS, AND STAKEHOLDER’S PERCEPTIONS OF THE SCHOOL**

#### ARTIFACT DATA

- Referrals (Student Services)
- Integration activities (Preprimary Grade level Agendas)
- Parent and teacher evaluations (Preprimary office)

#### INFORMATION

When necessary teachers refer students to counseling for observation and then decide the procedures to follow. Throughout the school year there some activities planned for parents to come to school such as open house, Integration nights, Library nights. Parents are asked after each activity to send a feedback for suggestions and new ideas. Teachers write down in the agenda the evaluation of each activity for improvement.

**INDICATOR 5.4: USES DATA IN MAKING DECISIONS FOR CONTINUOUS IMPROVEMENT**

#### ARTIFACT DATA

- Cum folders (preprimary office)
- Case study (counselors office)
- Teacher's observations during Play days (Aspiring k4 students) (Pascuala's office)

#### INFORMATION

Three play days are established for incoming students, in order to be observed and evaluated by teachers, this information is kept in Pascuala's office.

**INDICATOR 5.5: CONDUCTS A PERIODIC ANALYSIS OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS AND USES THE RESULTS TO IMPROVE STUDENT LEARNING**

#### ARTIFACT DATA

- Grade level meetings (Grade level agendas)
- Teachers self evaluation (Principals office)
- Workshops with counselor (Counselors office)
- Professional Development (Tom Rompf)
- Staff meetings (Principals office)

#### INFORMATION

Every week teachers have a grade level meeting to discuss curricular issues and plan special events; an agenda is kept for this purpose.

Every two weeks the pre primary staff is called by the principal to discuss different issues before hand she has already sent a copy to each person.

Professional development takes place throughout the school year in all areas.

Principal meets with each staff member at the beginning of the school year and discuss together the goals for the year, later on in May they both discuss once again how much has been achieved. Principal gives the teacher an evaluation.

**INDICATOR 5.6: COMMUNICATES ASSESSMENTS RESULTS IN A TIMELY MANNER TO ALL STAKEHOLDERS**

#### ARTIFACT DATA

- Student Progress Reports 2003 – 2006 (Counselor’s office)
- Pre-Primary Parent-teacher conferences (preprimary office, Students cum folder)
- Case study (Counselor and teachers)
- Report Cards (Preprimary office and students cum folder)
- Newsletters (Principals office)
- Cum Folders (preprimary office)
- Aprenda Tests (Psychometrics’ office)
- Continuum sheet ( Students cum folder)

#### INFORMATION

Internally students’ progress is discussed with counselor and principal, the outcome of the student progress reports may lead to a referral for student services according to the child’s needs. For the beginning of each school year we have a case study in which the old teacher provides the new teacher with relevant information from the students. Monthly, teachers send home a letter informing parents of curricular issues and general information. We follow student’s progress or needs throughout parent-teacher conferences, which are held according to the student’s individual needs and teachers criteria or parents concerns.

An Aprenda test is a standardized test for Kinder 5 and First grade students.

Also at the end of the year teachers fill a continuum sheet for each student.

**INDICATOR 5.7: IDENTIFIES IN ITS IMPROVEMENT PLANS MEASURABLE PERFORMANCE STANDARDS THAT TAKE INTO ACCOUNT STUDENT LEARNING NEEDS, STUDENT PERFORMANCE REQUIREMENTS, AND THE GOALS OF THE CURRICULUM.**

#### ARTIFACT DATA

- Professional Development (Tom Rompf)
- Workshops (Administrators)
- Forums (Juliana Agudelo)
- SACS (Tom Rompf)

#### INFORMATION

- The School provides different professional development programs for all its community members.
- Surveys
- Parent Survey
- The school’s use of self-evaluation and 3 way parent conferences to assess student progress are informative and useful 88.02 %
- The counseling staff helps students to resolve both personal and educational difficulties 76.82 %
- Colegio Bolívar actively promotes communication between the parents and the school.