

Part 3: Desired Results for Student Learning

Narrative Description of the Process of Defining the Desired Results for Student Learning

The School Improvement Team of Pulaski County High School worked together with the staff, administrators, students and parent representatives to develop a list of performance indicators grouped into four general goals that represent our vision of the productive citizen that our system's mission statement advocates.

We began by first looking at a detailed report from the Profile Committee. The chairman of the committee led us through each set of data to look for trends or areas of improvement. We created a list of areas that did not meet our personal, local, state or national standards. This included a review of the Southern Association of Colleges and Schools' commendations and recommendations from the 2002-03 SACS Peer Review of Pulaski County High School. These concerns were noted for further consideration.

Next, we looked at the results of three surveys. We examined the National Study of School Evaluation's opinion surveys conducted by the Profile Committee. Again we searched for trends and concerns that were common to students, teachers, community stakeholders and parents. We noted the concerns raised by the 2006 Youth Risk Behavior Survey of all students conducted by our school system. We also compared the 2005 and 2006 Pulaski County Youth Risk Behavior Survey and compared our results with the 2005 national results.

We combined the observations, concerns and data into one list. A brainstorming session led to a list of desired results. The desired results were grouped into four main categories or goals: personal and social responsibility, school safety, discipline, and student achievement. We revisited each desired result to validate our need for this particular goal and to assure that our indicators have a definable means of measurement. We then formulated the results into indicators for the four goals. Some of the indicators are more

general, while others are more specifically number-driven. In some cases, we discovered that the indicators would need to be measured through additional surveys. Our final survey was administered to the entire faculty to measure their response to our selected student performance indicators. Finally we compared our desired results with the beliefs and mission statement.

After reviewing these results, the standards for accreditation, the profile reports and the surveys, we recommend that the goals as listed should be the focus of our school. We also believe that a major focus and priority should be that of personal and social responsibility and school safety. Unless we can give our students the proper setting to learn and the desire to learn, the remaining goals may be superfluous. However, it is also noted that we must work on all the goals since they are all intertwined. Reviewing data for 2005-06, we should continue to monitor economically disadvantaged and black students' AYP data because we currently have not met standards. Furthermore, upon studying school-wide Advanced Placement results for 2002-06, we believe as a committee that this should be included as an area for improvement. We must continue to improve in areas such as the Standards of Learning, since this is a state mandate. Also, we agreed that not all indicators need to be present in order for progress toward a goal to be present.